





What does students' life look like?



What does students' life look like?

What does students' life after **student well-being class** look like?





Přínos well-beingu studentů

Zatímco v minulosti bylo zorganizované značné množství výzkumů zkoumajících bio-psycho-sociální pohodu studentů, důraz byl z velké části tradičně zaměřen na negativní stavy, kterými jsou **úzkost, deprese, stres, předčasné ukončení studia, studijní neúspěchy a podprůměrný akademický prospěch**. Zmírnit utrpení však není totéž jako vzkvétání.

Vysokoškolští studenti chtějí **prosperovat**, nejen přežívat.

Na základě empirických studií víme, že studenti s vyšší úrovní fyzické a duševní pohody (ve srovnání s lidmi s nízkou úrovní pohody):

mají (jsou) méně:

nemocní,

**mají méně problémů se spánkem,
prokazují nižší míru syndromu vyhoření.**

mají lepší:

**celkové fyzické zdraví a lepší kondici,
mají vyšší účast na výuce,
ve škole se jim daří lépe,
mají lepší studijní výsledky,
jsou více prosociální a více spolupracují se spolužáky,
mají uspokojivější vztahy ve škole i v osobním životě,
mají větší sebekontrolu,
mají lepší seberegulační schopnosti a lépe ovládají copingové strategie.**



Benefits of student well-being

Traditionally, while there has been a considerable amount of research examining students' bio-psycho-social well-being, the focus has largely been on **negative states, such as anxiety, depression, stress, school dropout, academic failure and underachievement**. Relieving suffering, however, is not the same as flourishing. University students want to **thrive**, not just survive.

As a result of empirical studies we know that students with higher levels of physical and mental well-being (compared to people with low well-being):

**have better overall physical health and higher levels of wellness,
are less ill and have higher attendance at school,
have fewer sleep problems,
perform better at school,
have higher academic achievement,
are more prosocial and cooperative with classmates,
have more satisfying relationships at school and in personal life,
have lower levels of burnout,
have greater self-control,
and have better self-regulation and coping abilities.**

**well students,
successful students**

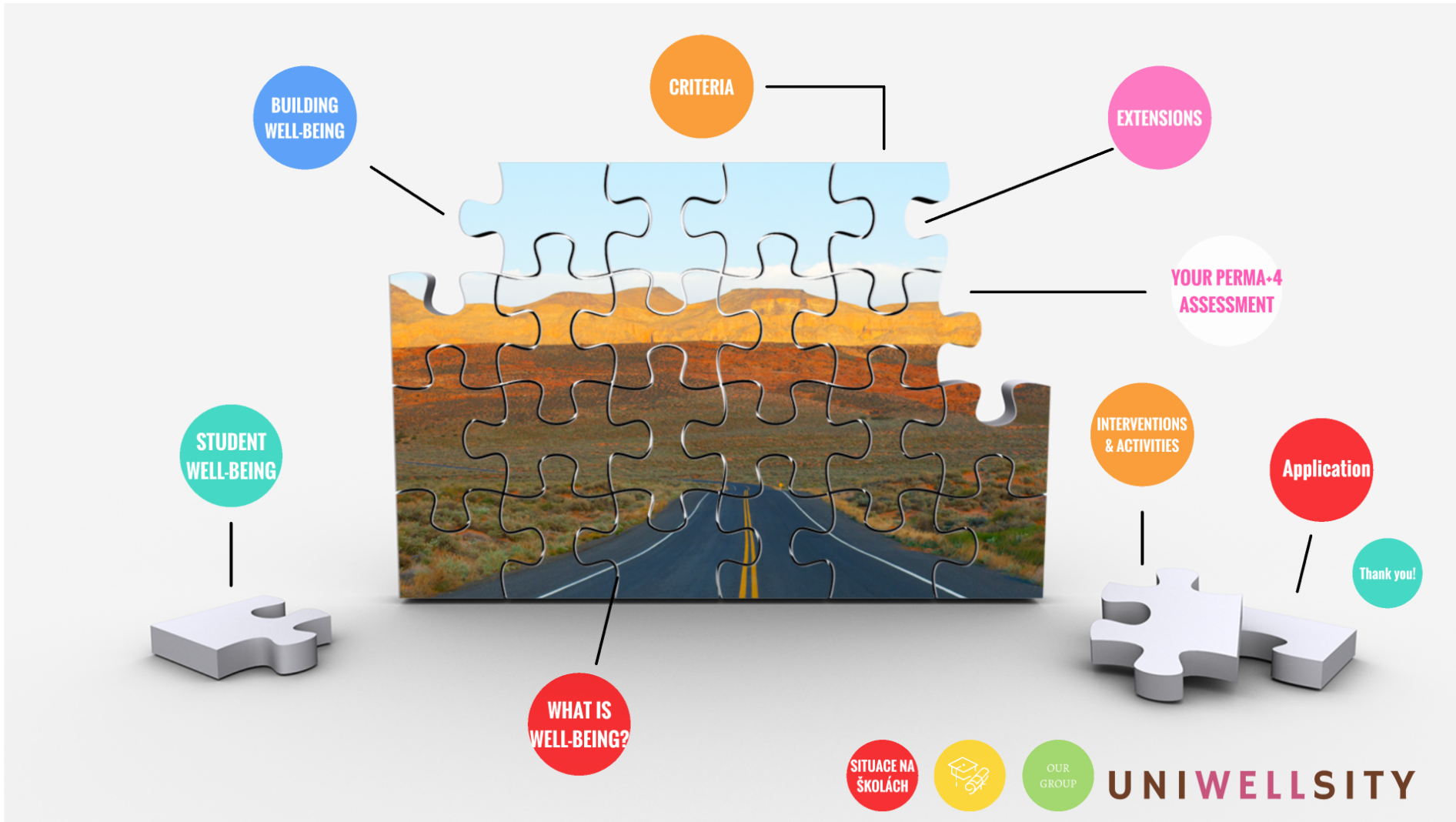


Positive Education

A Venn diagram with two overlapping circles. The left circle is light brown and contains the text 'Skills of Achievement'. The right circle is a darker brown and contains the text 'Skills of Well-being'. The intersection of the two circles is a darker shade of brown. The text 'Positive Education' is centered above the intersection in a large, bold, dark blue font. The background is a teal gradient with a faint image of a mountain range.

Skills of
Achievement

Skills of
Well-being



**Till the next week:
Be mindful of your building blocks.**



*Take Home
Messages?*

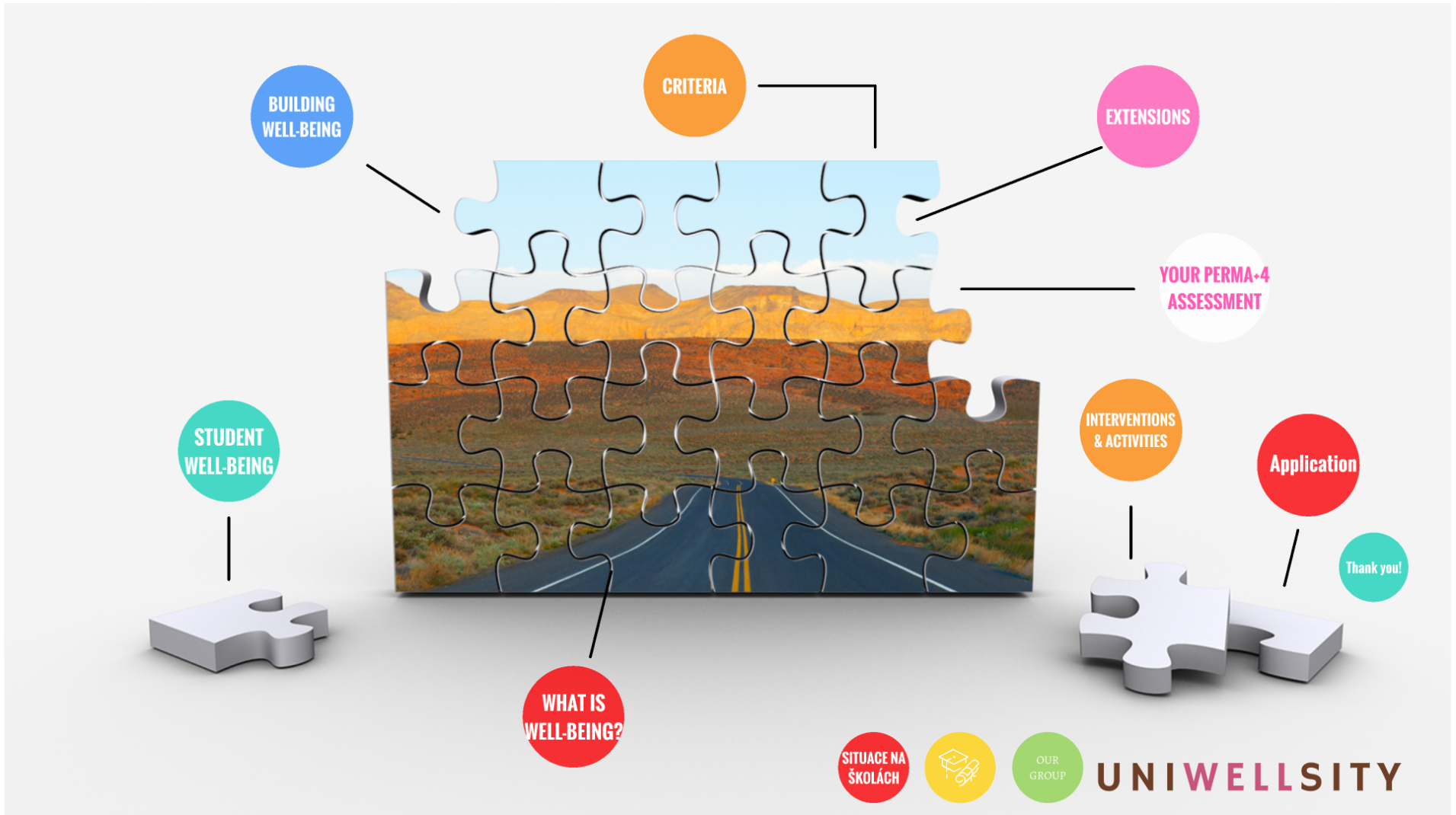
**Till the next week:
Be mindful of your building blocks.**



*Take Home
Messages?*



thank you soooooooooo much





well-being
being well

jsme

šťastní

jsme

v bezpečí

jsme

vděční

jsme

přátelští

jsme

???



well-being
being well

jsme

šťastní

jsme

v bezpečí

jsme

vděční

jsme

přátelští

jsme

???



well-being
being well

| | |
|-------|-------------------|
| being | happy |
| being | safe |
| being | thankful |
| being | friendly & loving |
| being | ??? |



Jak je well-being definován?

Centra pro kontrolu a prevenci nemocí (Centers for Disease Control and Prevention) upozorňují na neexistenci jednotné definice well-beingu, ovšem mluví o všeobecné shodě na tom, že well-being (do češtiny překládáno jako blahobyt či pohoda) zahrnuje minimálně **přítomnost pozitivních emocí a nálad** (např. spokojenost, štěstí), **nepřítomnost negativních emocí** (např. úzkosti), **spokojenost se životem, životní naplnění a pozitivní fungování**.

Zjednodušeně lze pohodu popsat jako **pozitivní posuzování vlastního života a dobrý pocit**. Pro účely veřejného zdraví je fyzická pohoda (např. cítit se fyzicky velmi zdravě, energicky) považována za zásadní pro celkový zdravotní well-being.



How is well-being defined?

CDC (2018): There is no consensus around a single definition of well-being, but there is general agreement that at minimum, **well-being includes the presence of positive emotions and moods** (e.g., contentment, happiness), **the absence of negative emotions** (e.g., depression, anxiety), **satisfaction with life, fulfillment and positive functioning.**

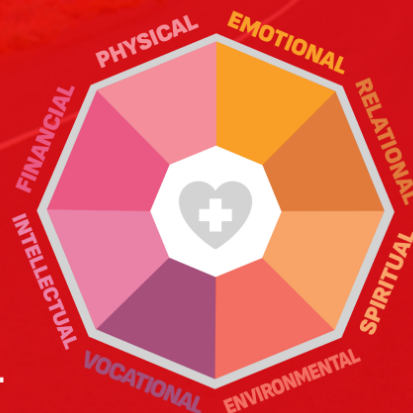
In simple terms, well-being can be described as **judging life positively and feeling good.** For public health purposes, physical well-being (e.g., feeling very healthy and full of energy) is also viewed as critical to overall well-being.



(CDC, 2018 & HARVARD 2019)

Výzkumníci z různých oborů zkoumali různé aspekty duševního blahobytu (dále well-beingu) a shodují se na těchto zásadních:

Fyzický well-being.
Ekonomický well-being.
Sociální well-being.
Vývoj a aktivita.
Emocionální well-being.
Psychický well-being.
Životní spokojenost.
Spokojenost v různých doménách.
Zajímavé aktivity a práce.





(CDC, 2018 & HARVARD 2019)

For public health purposes, physical well-being (e.g., feeling very healthy and full of energy) is also viewed as critical to overall well-being. Researchers from different disciplines have examined different **aspects of well-being** that include the following:

- Physical well-being.
- Economic well-being.
- Social well-being.
- Development and activity.
- Emotional well-being.
- Psychological well-being.
- Life satisfaction.
- Domain specific satisfaction.
- Engaging activities and work.



The World Health Organization (1948):





Světová zdravotnická organizace (World mental health report, 2022)

Definuje duševní zdraví jako "integrální část našeho celkového zdraví a well-beingu a jako základní lidské právo".



World mental health report (2022)

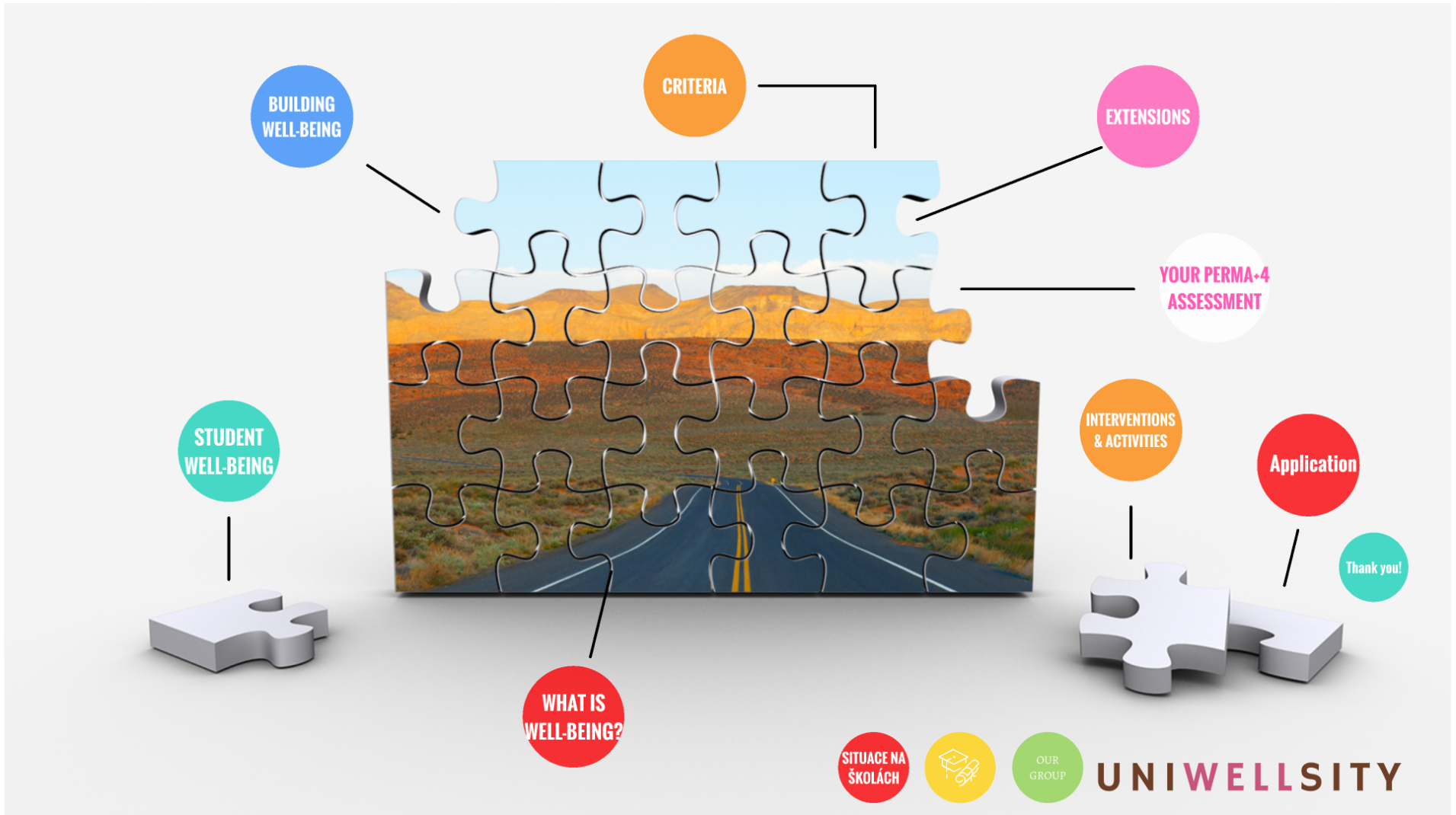
Defines mental health as an integral part of our general health and well-being and as a basic human right.



Psychology should be just as
concerned with building strength as
with repairing damage

— *Martin Seligman* —

AZ QUOTES



Novinky.cz Hledat...

Do škol má nově přijít i „wellbeing“. Není jasné, jak to učit

7. 9. 2022, 13:33
 Filip Štira

Velkou revizí rámcových vzdělávacích programů (RVP) se má do školní výuky dostat též důraz na tzv. wellbeing (pocit tělesné a duševní pohody). V českém prostředí nicméně pro výuku wellbeingu zatím chybí metodická opora, upozorňují zástupci České odborné společnosti pro inkluzivní vzdělávání (ČOSIV). Přicházejí proto s novou metodikou.



Samotný projekt je financován z evropských fondů.

Anketa

Měly by se školy zabývat tzv. wellbeingem a obecně péčí o duševní zdraví?

Ano, pro život je to čím dál důležitější, může to fungovat i jako prevence stresu nebo šikany.

31,1 %

Lze se tím okrajově zabývat v rámci některého předmětu, ale „nepřeháně(a)“ bych to.

9 %

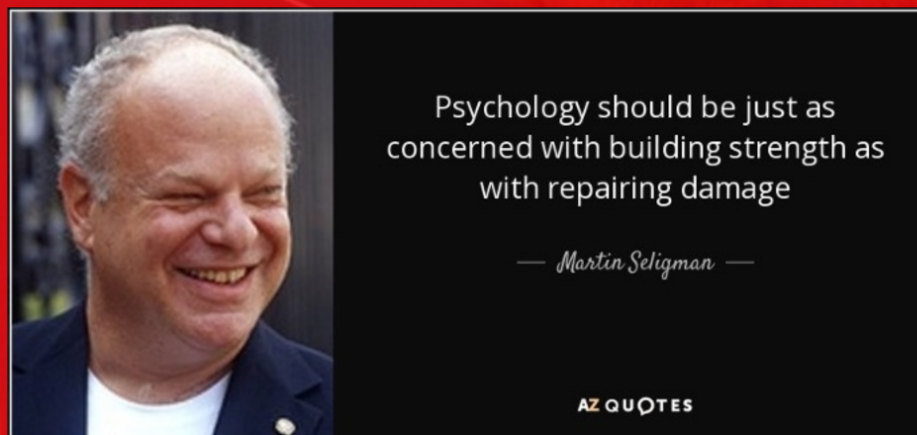
Ne, je to zbytečná ztráta času na úkor klasického školního vzdělávání.

59,9 %

Celkem hlasovalo 12110 čtenářů.

Pedagogický institut začne upravovat učivo ZŠ

Programy zaměřené na rozvoj sociálních a emočních dovedností pomáhají podle slov předsedkyně ČOSIV Lenky Felcmanové ve škole vytvářet bezpečné prostředí, předcházet šikaně nebo užívání návykových látek. Žáci pak mají lepší podmínky pro učení a dosahují i lepších vzdělávacích výsledků.



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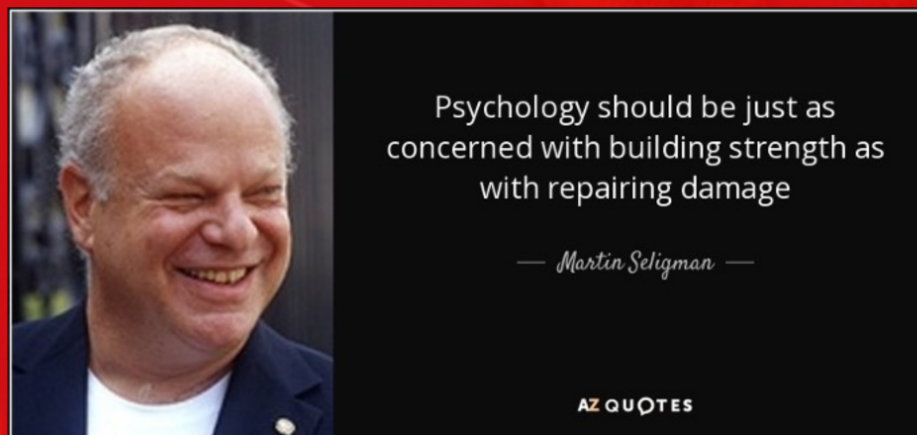
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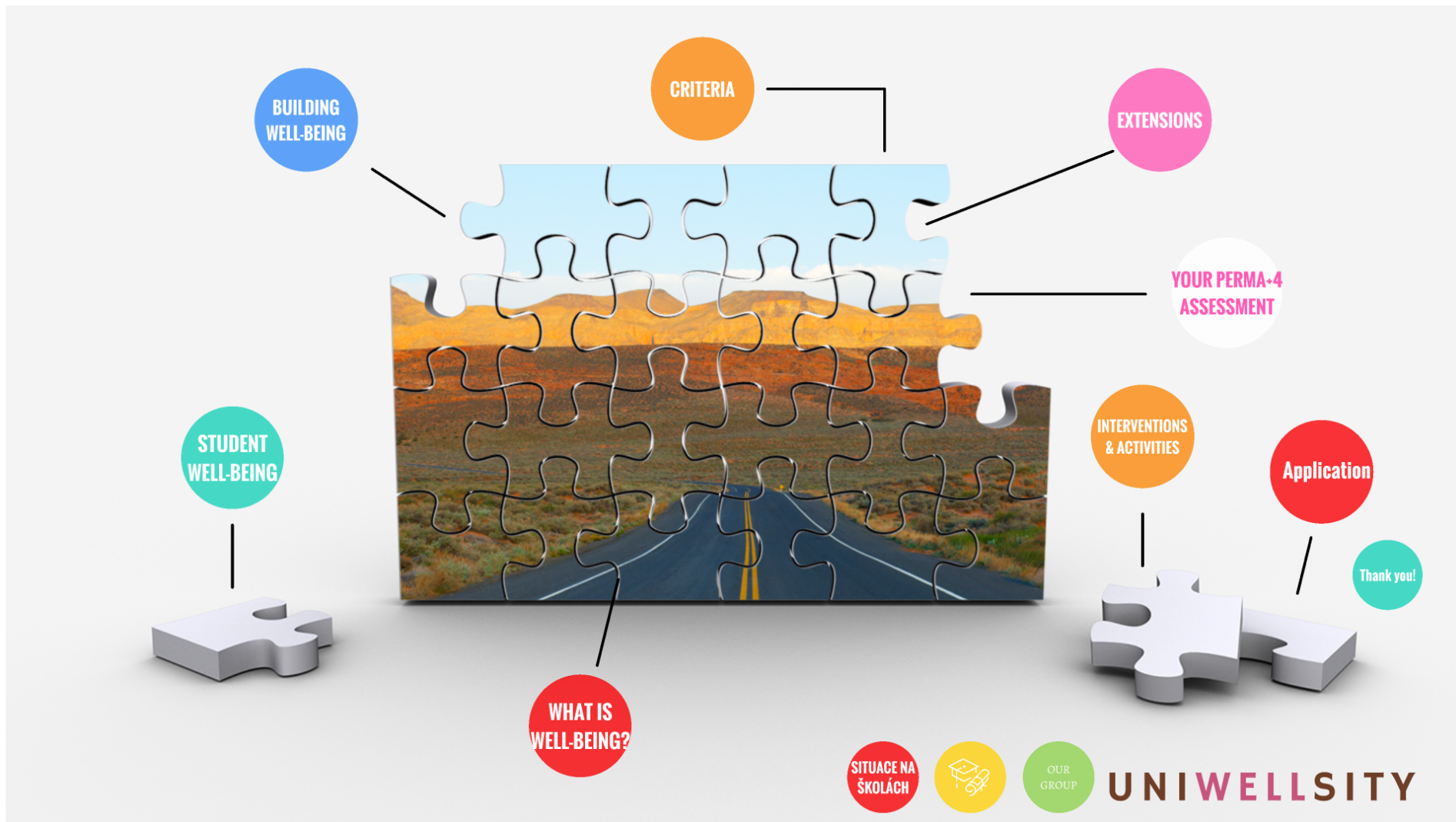
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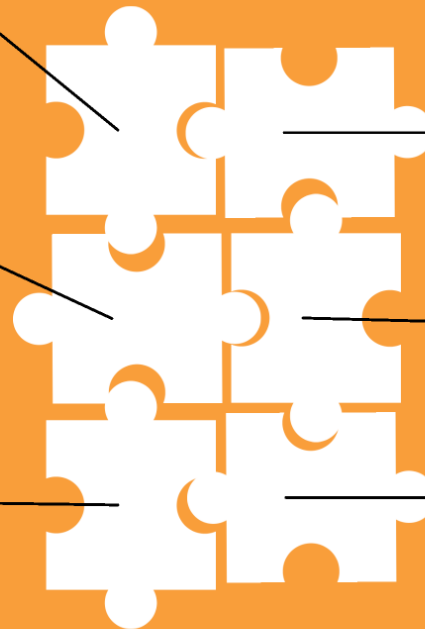
What criteria can evaluate a theory of the elements of well-being?

(Seligman, 2018)

The elements contribute to well-being

Many people pursue each element for its own sake and not just to serve another element

The list of element is exclusive and exhaustive (PERMA may be exclusive, but it is certainly not exhaustive., e.g. health, vitality, and responsibility are additional candidates elements)



The elements lead to specific interventions to build each element and SWB

The list is parsimonious (five does rather better than 196).

Each element can be defined and measured independently of the other elements.

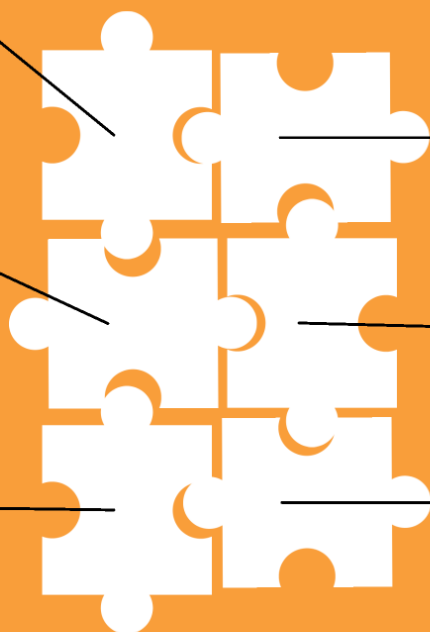
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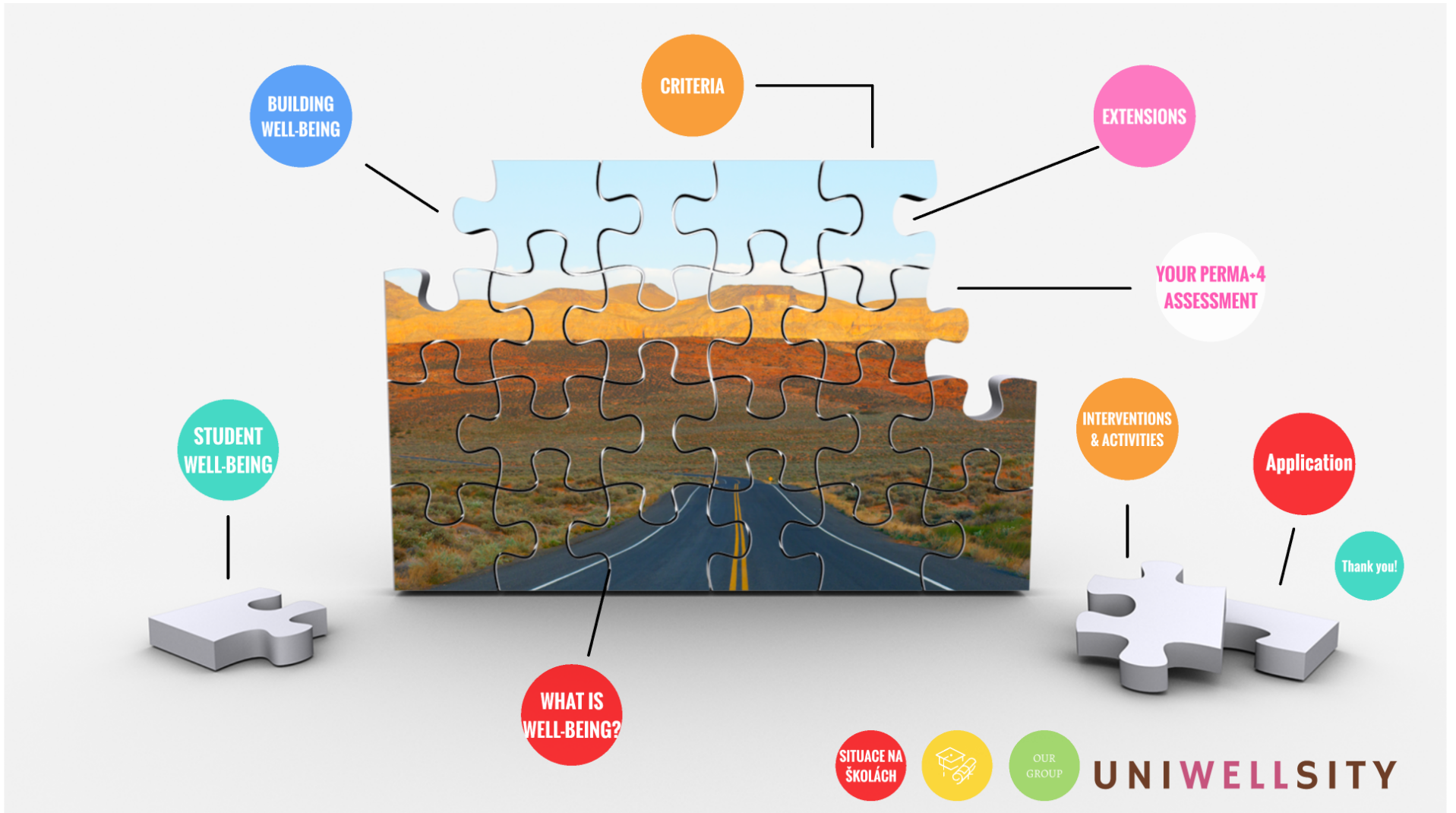
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FLOURISHING: HOW?

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PERMA H



PERMA V



PERMA+4

FLOURISHING: HOW?

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PERMA H



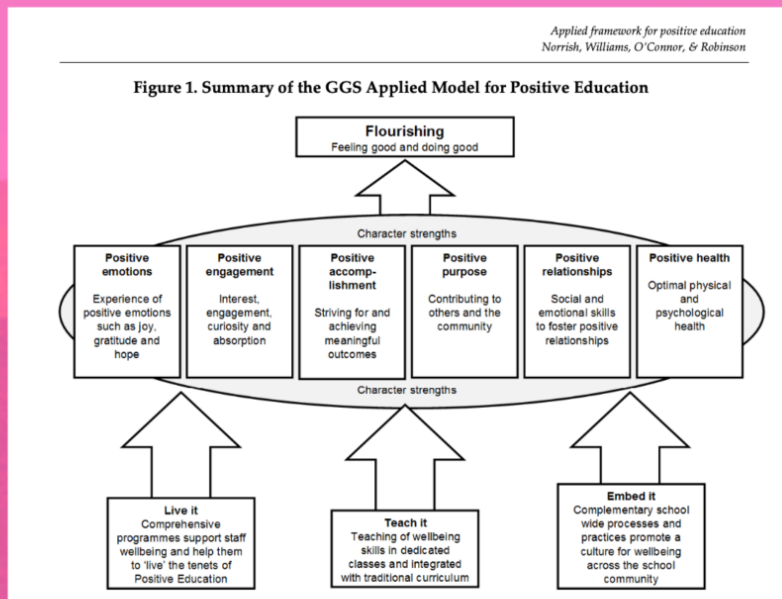
PERMA V



PERMA+4

PERMA H

Norrish, Williams, O'Connor, & Robinson



An applied framework for Positive Education

Jacolyn M. Norrish · Paige Williams · Meredith O'Connor
Justin Robinson

Abstract: The increasing momentum of the Positive Psychology movement has seen burgeoning research in positive mental health and adaptive functioning; a critical question is how this knowledge can now be applied in real-world settings. Positive Education seeks to combine principles of Positive Psychology with best-practice teaching, and with educational paradigms to promote optimal development and flourishing in the school setting. Interest in Positive Education continues to grow in line with increasing recognition of the important role played by schools in fostering wellbeing, and the link between wellbeing and academic success. To date, however, a framework to guide the implementation of Positive Education in schools has been lacking. This paper provides an overview of the Geelong Grammar School (GGS) Model for Positive Education, an applied framework developed over five years of implementing Positive Education as a whole-school approach in one Australian school. Explicit and implicit teaching in combination with school-wide practices target six wellbeing domains, including positive emotions, positive engagement, positive accomplishment, positive purpose, positive relationships, and positive health, underpinned by a focus on character strengths. The Model provides a structured pathway for implementing Positive Education in schools, a framework to guide evaluation and research, and a foundation for further theoretical discussion and development.

Keywords: positive psychology, Positive Education, wellbeing, flourishing

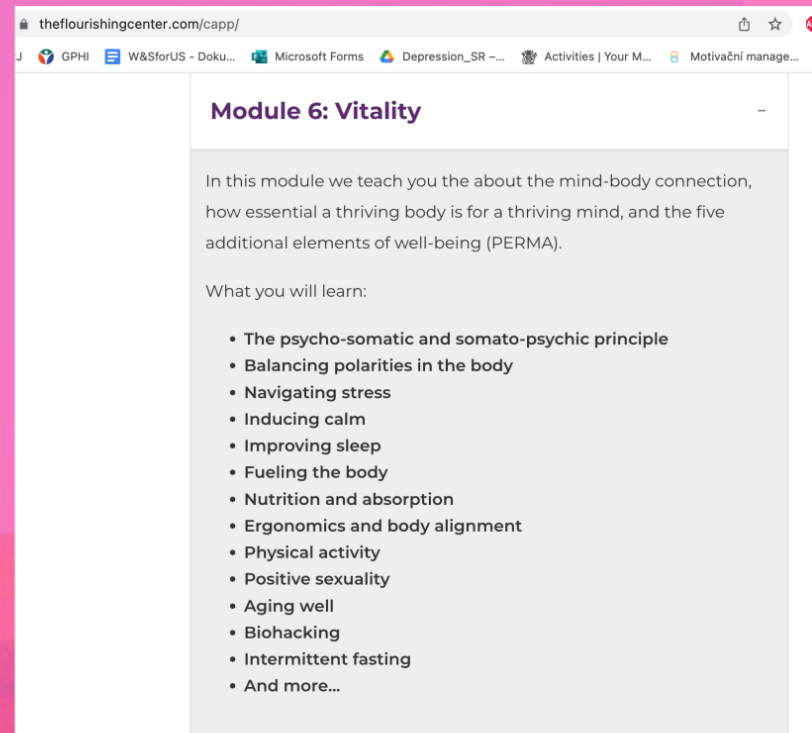
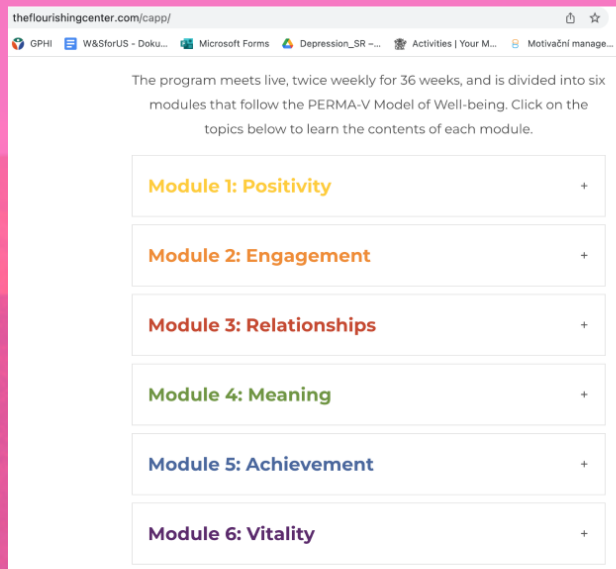
1. An applied framework for Positive Education

There is increasing recognition that good mental and physical health consists of the presence of wellbeing in addition to the absence of pathology and illness (Keyes, 2006), and the emergence of the Positive Psychology movement has seen a significant redirection of scientific inquiry towards the exploration of optimal human functioning (Rusk & Waters, 2013). A wealth of new knowledge has been generated as a result, but a remaining question is how this knowledge can be applied in real-world settings to promote wellbeing across the general population. This question is particularly salient in regards to young people, given levels of mental health difficulties observed during adolescence and the transition to adulthood that are cause for concern (Sawyer, Miller-Lewis, & Clark, 2007).

Schools are one of the most important developmental contexts in young peoples' lives, and can be a key source of the skills and competencies that support their capacity for successful adaptation (Hamilton & Hamilton, 2009). Furthermore, schools provide accessible and relatively stable sites within which to locate interventions to promote wellbeing (Bond et al., 2007), and represent a common setting for children and adolescents, thus facilitating universal promotion-based interventions (Short & Talley, 1997). Hence, schools are uniquely placed to

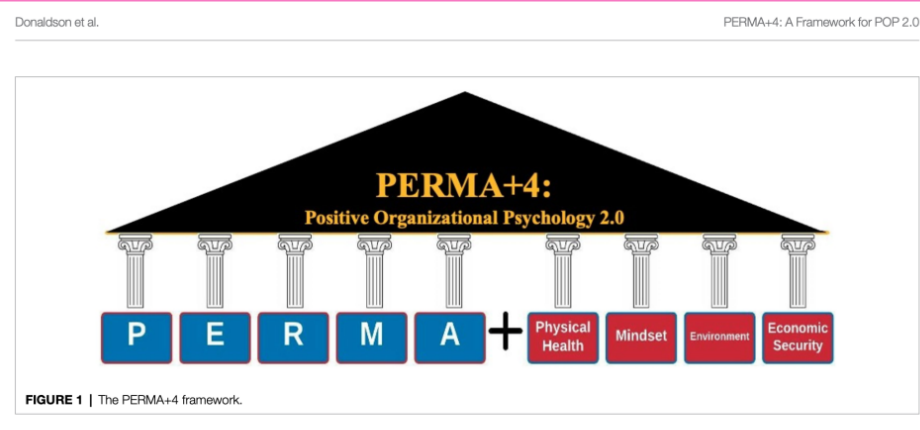
PERMA V

Emiliya Zhyvotovskaya



PERMA+4

Empirical evidence:
Donaldson (2019),
Donaldson et al. (2020),
and Donaldson and Donaldson (2021a,b).



PERMA+4: A Framework for Work-Related Wellbeing, Performance and Positive Organizational Psychology 2.0

Stewart I. Donaldson*, Llewellyn Ellardus van Zyl^{1,2,3,4,5} and Scott I. Donaldson⁶

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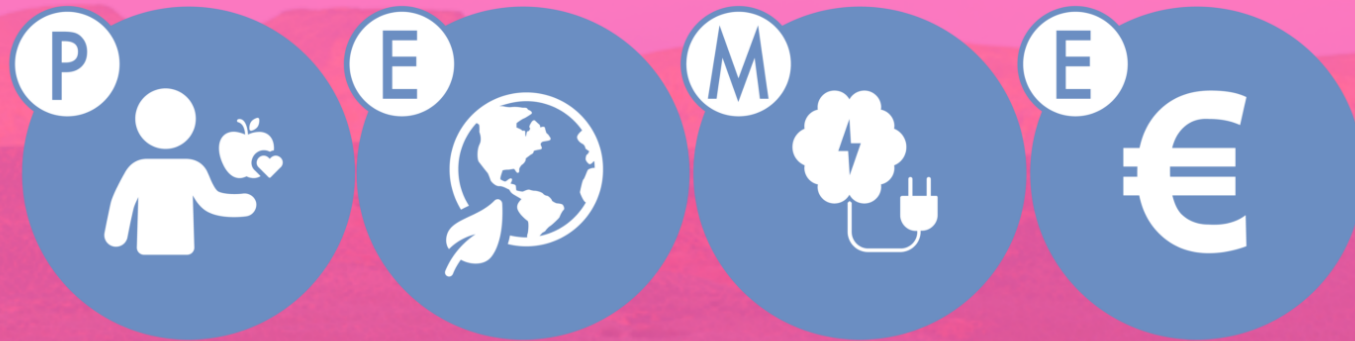
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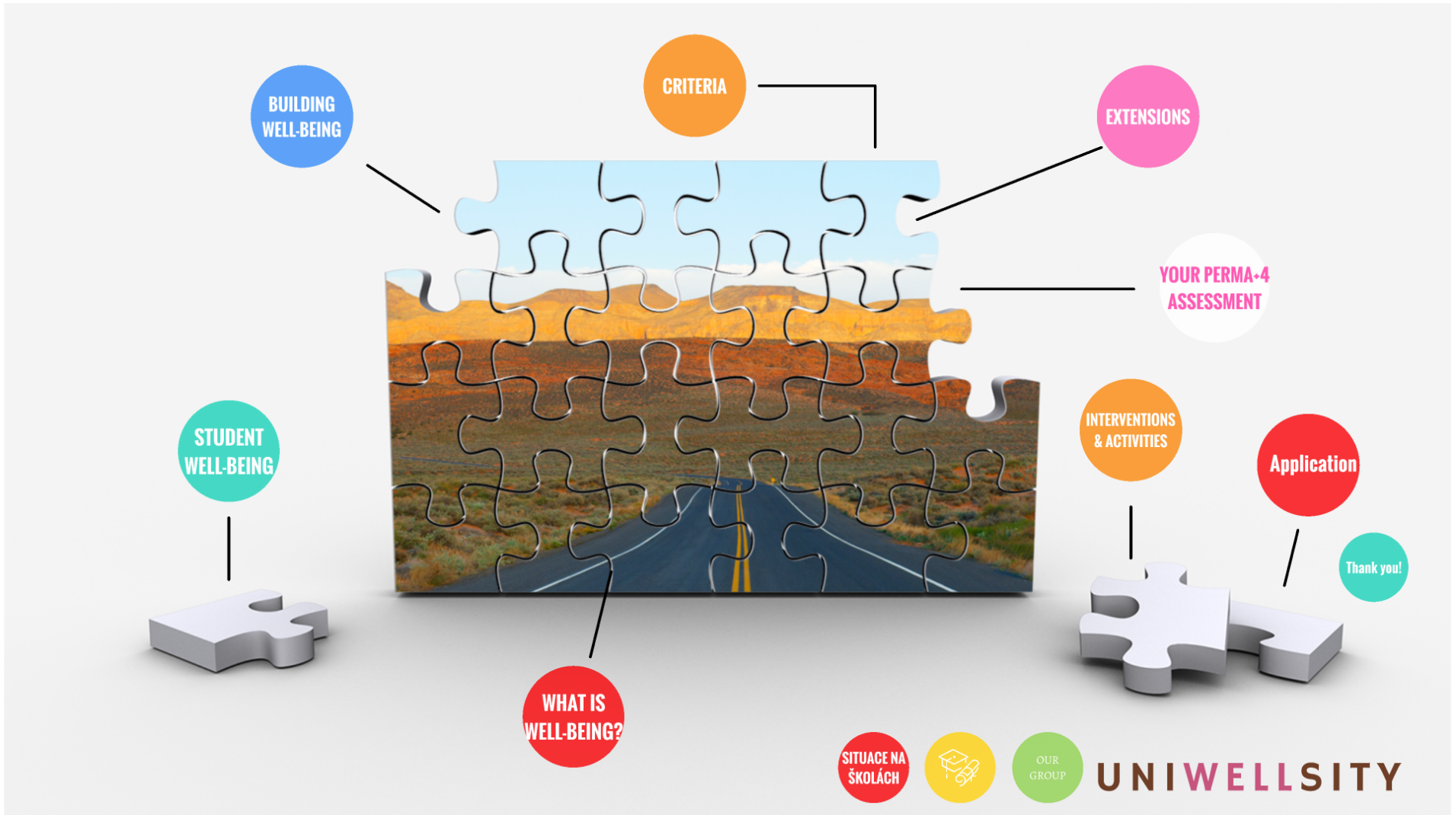
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A growing body of empirical evidence suggests that positive emotions, engagement, relationships, meaning, and accomplishments (PERMA) may be a robust framework for the measurement, management and development of wellbeing. While the original PERMA framework made great headway in the past decade, its empirical and theoretical limitations were recently identified and critiqued. In response, Seligman clarified the value of PERMA as a framework for and not a theory of wellbeing and called for further research to expand the construct. To expand the framework into organizational contexts, recent meta-analyses and systematic literature reviews showed that physical health, mindset, physical work environments and economic security could be seen as essential contextually relevant building blocks for work-related wellbeing and are therefore prime candidates to expand the PERMA framework for use within organizational contexts. Through expanding the original PERMA framework with these four factors, a new holistic approach to work-related wellbeing and work performance was born: the PERMA+4. As such, the purpose of this brief perspective paper is to provide a conceptual overview of PERMA+4 as holistic framework for work-related wellbeing and work performance which extends beyond the predominant componential thinking of the discipline. Specifically, we aim to do so by providing: (1) a brief historical overview of the development of PERMA as a theory for wellbeing, (2) a conceptual overview of PERMA+4 as a holistic framework for work-related wellbeing and work performance, (3) empirical evidence supporting the usefulness of PERMA+4, and (4) charting a course for the second wave of positive organizational psychological research.

Keywords: PERMA+4, wellbeing, work-related wellbeing, positive organizational psychology, future perspectives, work performance





Positive Interventions & E-B Activities Building Well-being

Seligman (2018): "If I understand that PERMA is a theory of the building blocks of well-being, we can work together on gratitude visits, or three blessings, or active-constructive responding or any of the other validated positive interventions that build these elements (e.g. Bolier et al., 2013)."

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(Donaldson et al., 2021)

Following the Science to Generate Well-Being: Using the Highest-Quality Experimental Evidence to Design Interventions

Stewart I. Donaldson¹, Victoria Cabrera and Jaclyn Gaffney

¹Department of Psychology, Cleveland State University, Cleveland, OH, United States

The second wave of devastating consequences of the COVID-19 pandemic has been linked to dramatic declines in well-being. While much of the well-being literature is based on descriptive and correlational studies, this paper evaluates a growing body of causal evidence from high-quality randomized controlled trials (RCTs) that test the efficacy of positive psychology interventions (PPIs). This systematic review analyzed the findings from 25 meta-analyses, 42 review papers, and the high-quality RCTs of PPIs designed to generate well-being that were included within those studies. Findings reveal PPIs have the potential to generate well-being even during a global pandemic, with larger effect sizes in non-Western countries. Four exemplar PPIs—that have been tested with a high-quality RCT, have positive effects on well-being, and could be implemented during a global pandemic—are presented and discussed. Future efforts to generate well-being can build on this causal evidence and emulate the most efficacious PPIs to be as effective as possible at generating well-being. However, the four exemplars were only tested in WEIRD (Western, Educated, Industrial, Rich, and Democratic) countries but seem promising for implementation and evaluation in non-WEIRD contexts. This review highlights the overall need for more rigorous research on PPIs with more diverse populations and in non-WEIRD contexts to ensure equitable access to effective interventions that generate well-being for all.

Keywords: positive psychology intervention, well-being, randomized controlled trial, systematic review, exemplar method

INTRODUCTION

In response to psychology's strong emphasis on pathology and repairing human deficits, Seligman and Csikszentmihalyi (2000) provided a vision for the next generation of psychological scientists to spend at least some of their careers understanding the factors that make life worth living and preventing pathologies that arise when life is barren and meaningless. The call was answered and thousands of peer-reviewed articles on positive psychology topics have been published and more than a thousand of these articles included empirical tests of positive psychology theories, principles, and interventions (Donaldson et al., 2015; Kim et al., 2018). Furthermore, this new science is now being conducted across many disciplines and professions, five continents, and more than 40 countries

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TABLE 4 | The most promising PPI training topics and exercises.

| Sheldon et al., 2014, p. 360 | Froh et al., 2015, p. 2 | Isaac et al., 2016, p. 1400 | Bethlehem-Delprats et al., 2017 ¹ |
|--|--|--|---|
| <p>1. "Introduction" - Content: Read 100+ positive psychology and happiness text" - Exercise: "Three good things" - Homework: Carry out a pleasant activity"</p> <p>2. "Engagement and Pleasant Activities" - Content: What do happy people do to have a good day? - Exercise: Make a list of pleasant activities. Plan pleasant activities for the next day - Homework: Carry out a pleasant activity"</p> <p>3. "Character Strengths" - Content: About character strengths and their practical use - Exercise: Identify personal character strengths - Homework: Find new ways of using character strengths"</p> <p>4. "Acts of Kindness" - Content: Acts of kindness and how they influence well-being - Exercise: Plan five kind acts - Homework: Carry out acts of kindness"</p> <p>5. "Gratitude" - Content: The assessed list includes positive emotions about the past, present and future - Exercise: "Three good things" - Homework: Write a gratitude letter"</p> <p>6. "Optimism" - Content: Optimism in everyday life and its effects on mental and physical well-being - Exercise: Best Possible Life"</p> | <p>1. "Basic Principles" - Exercise: Read 100+ positive psychology and happiness text" - Exercise: "Three good things" - Homework: Carry out a pleasant activity"</p> <p>2. "Joy of Community" - Content: Get some body's contact in a way that is comfortable for you - Exercise: Identify your best friends and meet them this week - Homework: Write a thank-you letter"</p> <p>3. "Joy of Luck" - Exercise: Sit five people your wishes - Exercise: Replicate somebody by doing an unexpected favor - Exercise: Let family decide to do something new and give favorable opportunities a chance"</p> <p>4. "Joy of Pleasure" - Exercise: Eat a meal mindfully - Exercise: Be mindful and capture happy moments with your camera - Exercise: Challenge yourself with aesthetically pleasing tasks"</p> <p>5. "Joy of Flow" - Exercise: Identify your strengths - Exercise: Use them in a new way"</p> <p>6. "Joy of Effectiveness" - Exercise: Give little presents to make somebody happy - Exercise: Write a gratitude diary and note three things a day you are thankful for - Exercise: Enjoy ten minutes of silence every day"</p> | <p>1. "Self-Awareness" - Video: Introduction to mindfulness, self-awareness, positive psychology and meditation - Meditation: Introductory meditation focusing on awareness of breath, body and emotions - Daily practice: Keeping aware of thoughts and emotions throughout the day"</p> <p>2. "Positive Emotions" - Video: Discussion of the benefits of positive emotions and gratitude - Meditation: Gratitude meditation focusing on who or what one appreciates - Daily practice: Expressing gratitude for positive situations"</p> <p>3. "Self-compassion" - Video: Explanation of the self-compassion exercise, research evidence and methods to increase self-compassion - Meditation: Adapted version of Loving-Kindness meditation focusing on self-compassion (Froh and Gross, 2013) - Daily practice: Repeating internal affirmations with statements of kindness"</p> <p>4. "Self-efficacy" - Video: Introduction to character strengths and self-efficacy including enhancement methods - Meditation: Meditation focusing on a time when someone used a higher level and using character strengths - Daily practice: Considering the values in Action (VA) character strengths survey and using strengths"</p> <p>5. "Autonomy" - Video: Introduction to autonomy and its connection with well-being - Meditation: Meditation on authentic self and action - Daily practice: Taking action in line with one's values and noticing external pressure on choices"</p> | <p>1. "Positive Emotions" - Day of pleasant emotions: What happened, who was there, what did you feel, what did you think?" - Three good things: Think about three things that went well today and savor those moments"</p> <p>2. "Discovering Strengths" - Discussion of your strengths: Which of the 24 strengths do you have and which of these give you energy and pleasure? - Identify your strengths: 1. Answer the 10 questions, who includes you? That will help you to discover your strengths. - Identify your strengths: 2. Which strengths do you recognize in answering the 10 questions?"</p> <p>3. "Use of Strengths, Flow" - Change "meat" into "vegg": Make a list of things you do not like but must do. What are underlying virtues, motivations? - Flow: Have you experienced flow and why? - Flow at the moment: How much flow did you experience this preceding week? When, how? - Challenge yourself: How can you create more flow in your life? Use your strengths in a new way?"</p> <p>4. "Optimism, Hope" - ABC Diary: What do you think and do when something negative happens? How can you challenge negative pessimistic thoughts? - Imagine your best possible self: Visualize yourself in the personal, relational, and professional domain"</p> <p>5. "Self-compassion" - With yourself something good: Be mindful and identify your greatest need at this moment. Use your own voice to remind your compassionate self. - Develop a compassionate inner voice: Write letters about situations in the preceding week where you showed self-compassion"</p> |
| <p>8. "Flow" - Content: How to use flow to create engagement and intense motivation - Exercise: Identify personal flow activities. Plan a flow activity - Homework: Carry out a flow activity"</p> <p>10. "Gratitude" - Content: How to enjoy small everyday moments of pleasure - Exercise: Instructions on how to share and savor small positive moments and to be present at your achievements"</p> <p>11. "Regulation and Attribution" - Content: How people (e.g., lottery winners) quickly adjust to their situation - Exercise: Instructions for attributing success to stable, global, personal characteristics, and failures to temporary, specific, situational characteristics"</p> <p>12. "Stress and Mindfulness" - Content: How prolonged stress can affect mental and physical well-being - Exercise: Practice mindfulness by focusing on one's breath"</p> <p>13. "Autonomy" - Content: Happiness test and blueprint for increasing well-being - Exercise: Summary of important tasks and exercises"</p> | <p>7. "Flow" - Content: How to use flow to create engagement and intense motivation - Exercise: Identify personal flow activities. Plan a flow activity - Homework: Carry out a flow activity"</p> <p>10. "Gratitude" - Content: How to enjoy small everyday moments of pleasure - Exercise: Instructions on how to share and savor small positive moments and to be present at your achievements"</p> <p>11. "Regulation and Attribution" - Content: How people (e.g., lottery winners) quickly adjust to their situation - Exercise: Instructions for attributing success to stable, global, personal characteristics, and failures to temporary, specific, situational characteristics"</p> <p>12. "Stress and Mindfulness" - Content: How prolonged stress can affect mental and physical well-being - Exercise: Practice mindfulness by focusing on one's breath"</p> <p>13. "Autonomy" - Content: Happiness test and blueprint for increasing well-being - Exercise: Summary of important tasks and exercises"</p> | <p>6. "Meaning" - Video: Discussion of meaning and well-being - Connection of writing meaning, Best Possible Life™ Affected from ordinary exercise (Seligman et al., 2005) - Meditation: Meditation on future vision of self, being one's best possible "Igne" - Daily practice: Acting according to best possible "Igne". Choosing meaningful activities"</p> <p>7. "Positive Relations with Others" - Video: Discussion of benefits of positive relationships and methods for relationship enhancement - Meditation: Loving-Kindness Meditation - Daily practice: Singing tributes of loving and kindness intentions"</p> <p>8. "Engagement/Concentration" - Video: Introduction to engagement and savoring and their connection with positive emotions - Meditation: Savoring meditation focusing on food - Daily practice: Using savoring to engage with experiences - Conclusion: Summary of the program, discussion of personal growth and relation to sleep meditation"</p> | <p>6. "Resilience" - Coping style: Take the test to identify your prominent coping style. - Expressive writing: Write 15-min on at least 4 days about emotions, thoughts, and feelings around a negative or positive event. - Needs: What are your specific needs at this moment? Who should know your needs?"</p> <p>7. "Positive Relations B" - Active-constructive responding: Respond positively to good news shared by others. Use active communication skills, how does the other react? - Listen compassionately: Try to use elements of compassionate listening, such as "What feelings and needs does the other have?" - Expressing gratitude: Write a gratitude letter and/or meet it about to the person you are thankful to."</p> <p>8. "Positive Relations B" - Resilience/meditation: Relax by doing a "body scan", physical stretches, or visual focus a time. - Reflect on your needs: What are your stressors, goals, needs and motives? Do you have those needs and why/when? - Acts of resilience: Resilience consists of performing an unexpected act of kindness or by doing volunteer work."</p> |

Adapted from Bethlehem-Delprats et al. (2017), pp. 6-7.

Evidence-based curriculum



Tailored



Longer



Multi-componental



Mutually reinforcing activities



Self selected



Accesible



Flexible



Reminded



(Kočí & Donaldson, 2022)

Evidence based activities and interventions generating well-being

THE EVIDENCE-BASED activities BUILDING WELL-BEING

- Gratitude diary
- Gratitude letter
- Engagement in pleasant activities
- Savoring
- Identification of character strengths
- Use of character strengths
- Acts of kindness
- Expressive writing
- Practicing optimism in everyday life
- Engagement in flow activities
- Mindful positive attribution
- Practicing mindfulness E.g., mindful breathing & mindful eating
- Three good things diary
- Engagement in positive relationships
- "Thank you" letter

- Meditation
- Thoughts and reactions awareness
- Self-compassion
- Positive self-talk
- Identification of core values
- Best possible legacy exercise
- Visualization of living the best possible legacy
- Pleasant emotions diary
- Flow diary
- ABC-Diary
- Identification of your coping styles
- Active-constructive responding
- Compassionate listening
- Body scan relaxation
- Identification of one's intrinsic goals
- Identification of one's needs

NOTES & IDEAS:

Jana

POSSIBLE APPLICATIONS of evidence-based activities BUILDING PERMA+4

pick and choose:

Physical Health

- Practicing mindfulness E.g., mindful breathing & mindful eating
- Meditation
- Body scan relaxation
- Engagement in pleasant activities
- Engagement in flow activities

Environment

- Acts of kindness
- Practicing mindfulness E.g., mindful & positive living environment decisions
- Meditation E.g. Loving Kindness Meditation
- Thoughts and reactions awareness

Engagement

- Engagement in flow activities
- Engagement in pleasant activities
- Flow diary
- Identification of character strengths
- Use of character strengths
- Practicing mindfulness E.g., mindful breathing & mindful eating

Relationships

- Acts of kindness
- Engagement in positive relationships
- "Thank you" letter
- Thoughts and reactions awareness
- Self-compassion
- Positive self-talk
- Compassionate listening
- Active-constructive responding

Mindset

- Practicing optimism in everyday life
- Mindful positive attribution
- Thoughts and reactions awareness
- Self-compassion
- Positive self-talk
- Identification of your coping styles

Economic Security

- Practicing mindfulness E.g., mindful financial management
- Identification of one's intrinsic goals
- Identification of core values

Positive Emotions

- Gratitude diary
- Three good things diary
- Gratitude letter
- "Thank you" letter
- Pleasant emotions diary
- Engagement in pleasant activities
- Savoring
- Practicing optimism in everyday life
- Positive self-talk

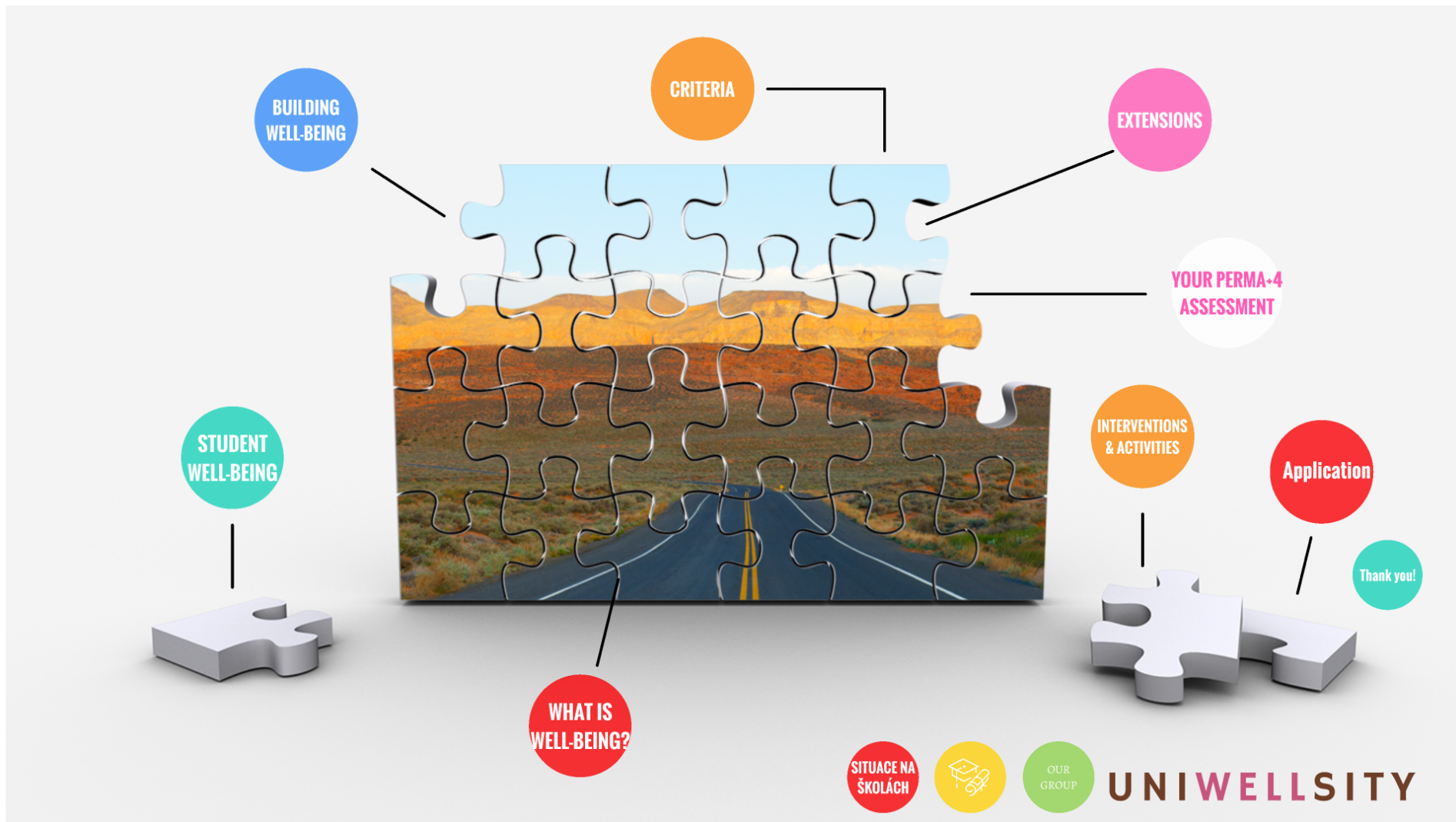
Meaning & Purpose

- Identification of core values
- Best possible legacy exercise
- Visualization of living the best possible legacy
- Identification of one's intrinsic goals
- Identification of one's needs
- Expressive writing

Achievement

- Identification of character strengths
- Use of character strengths
- Identification of core values
- Identification of one's intrinsic goals
- Identification of one's needs

JK





A Valuable Lesson For A Happier Life

<https://www.youtube.com/watch?v=Eu1PdIOMzEY>



A Valuable Lesson For A Happier Life

<https://www.youtube.com/watch?v=Eu1PdIOMzEY>



Budování well-beingu

V roce 2011, nejnovější věda představila model budování well-beingu PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) jako model pěti měřitelných elementů generujících well-being (Seligman, 2011, pp 16–25).

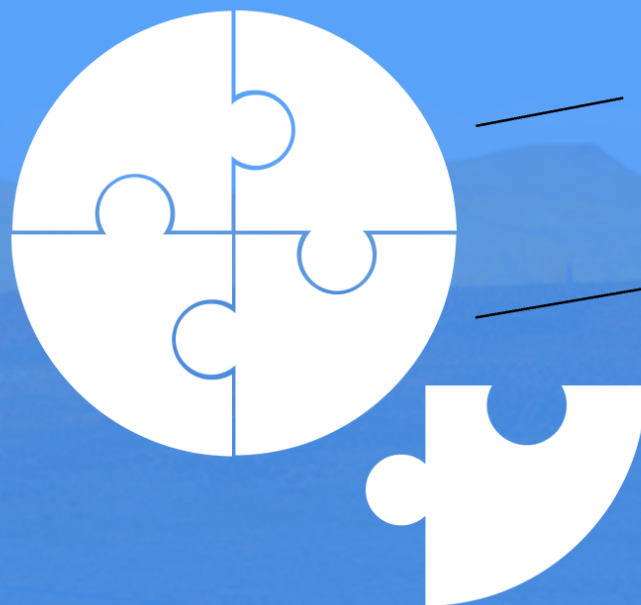
Pozitivní emoce

Vztahy

Zaujetí

Smysl

Úspěch



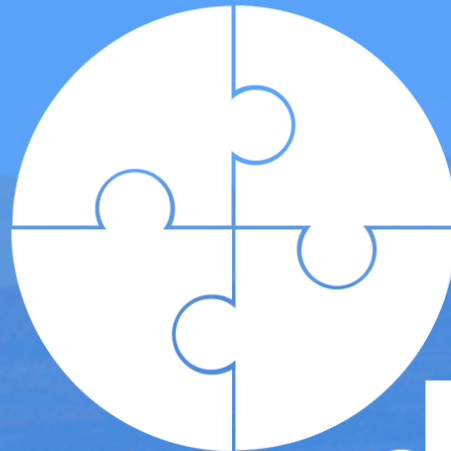


Building well-being

In 2011, new science suggested that PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) are five measurable elements that make up well-being (Seligman, 2011, pp 16–25).

Positive Emotions

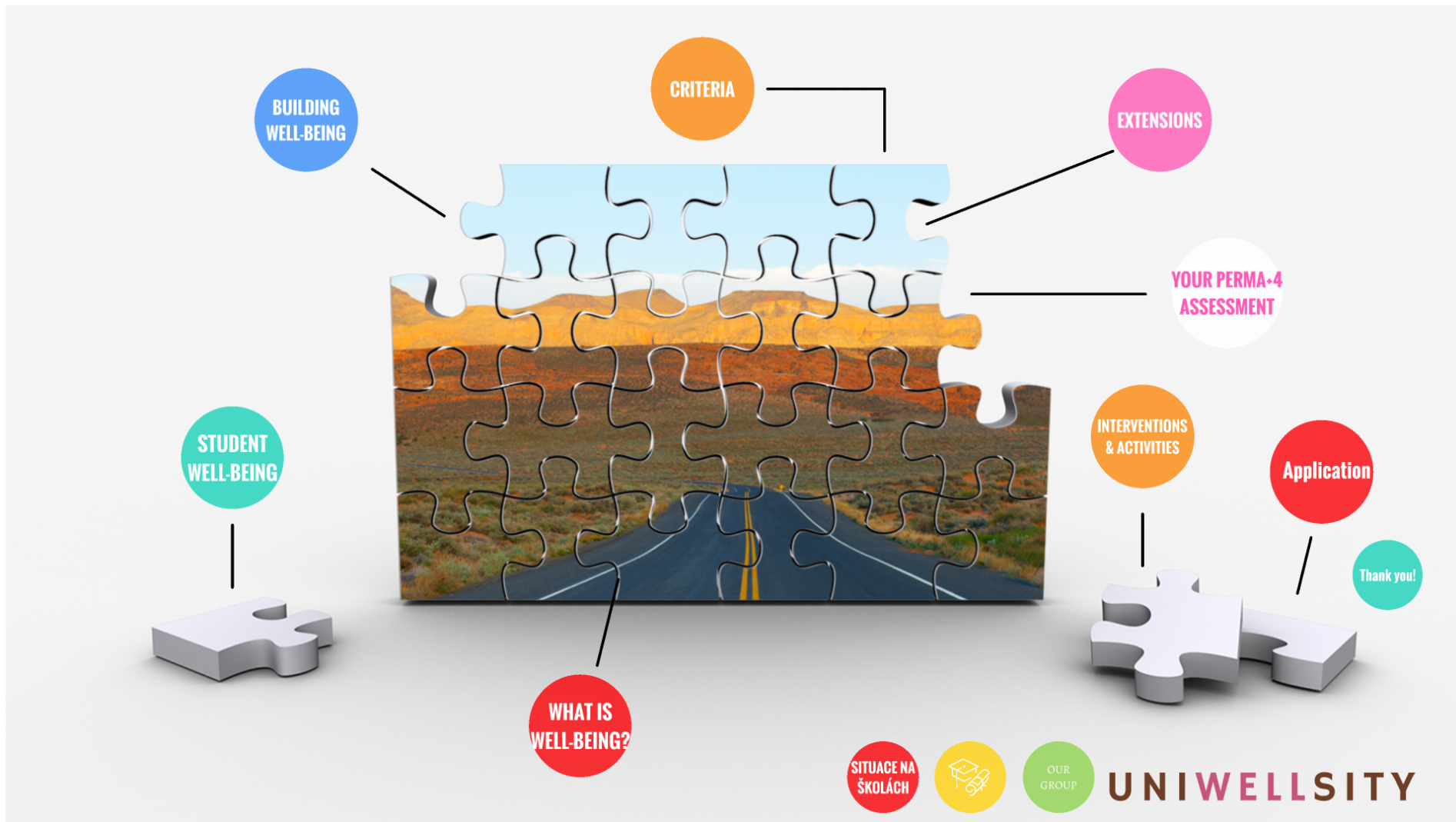
Engagement



Relationships

Meaning

Accomplishment





**WELL-BEING
AND
SUCCESS
FOR
UNIVERSITY
STUDENTS**

APPLYING PERMA+4

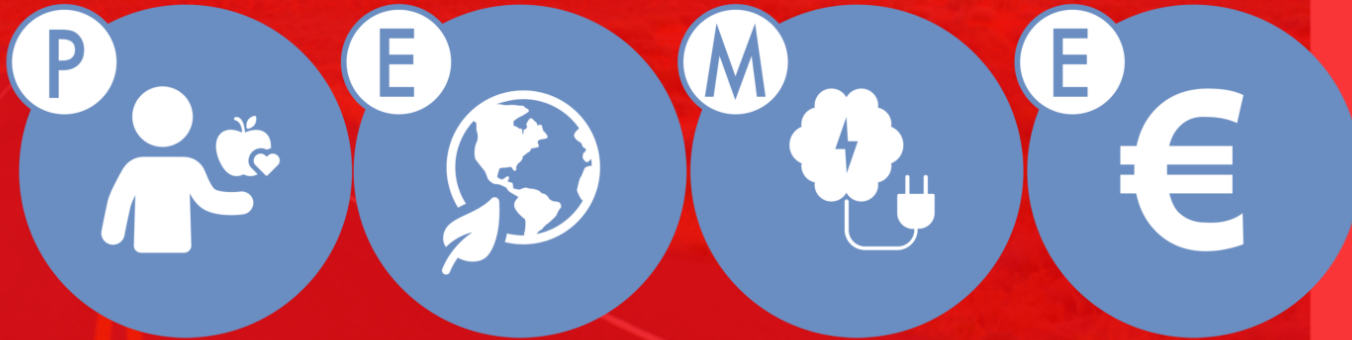
JANA KOCI
STEWART I. DONALDSON

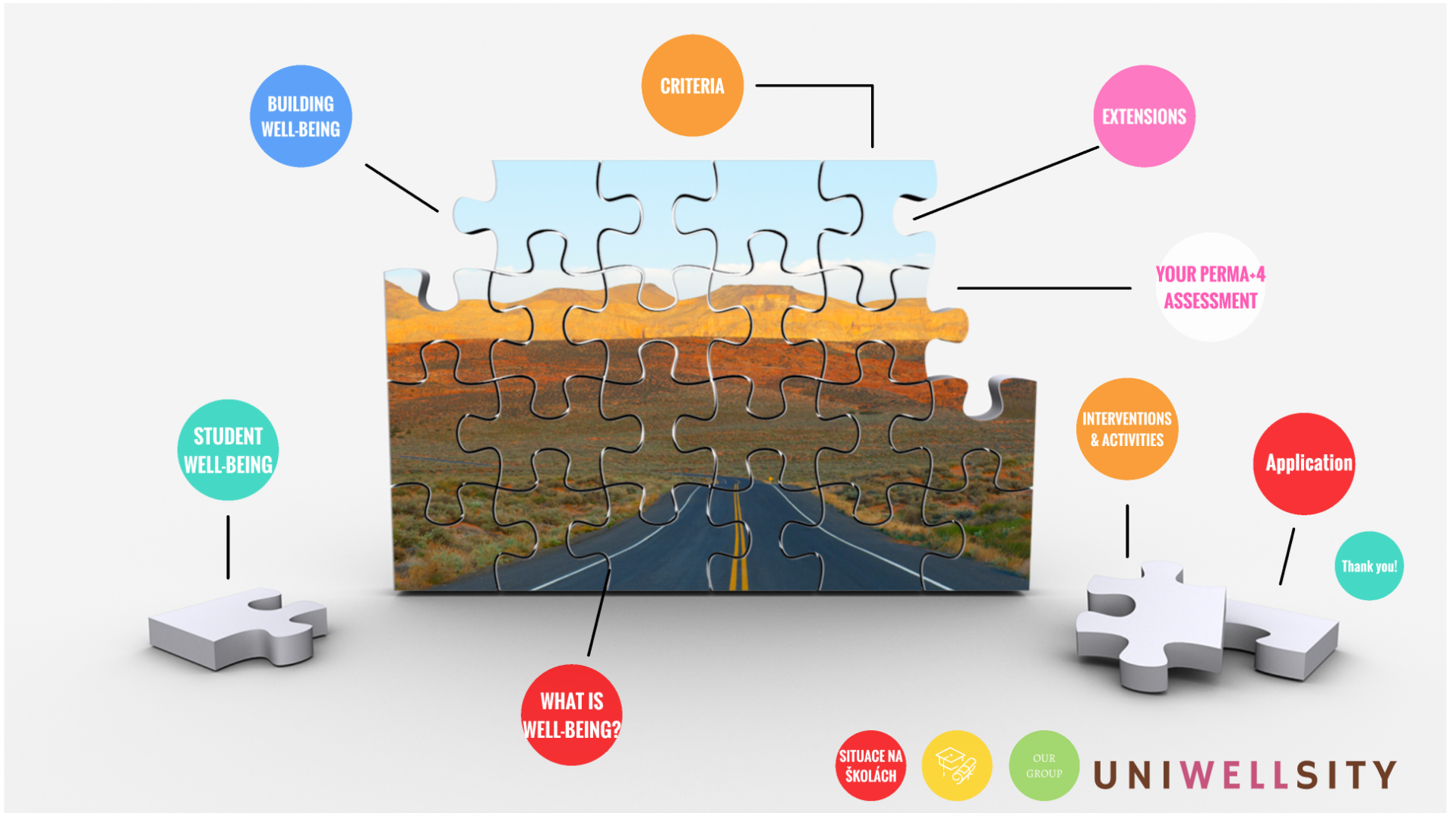


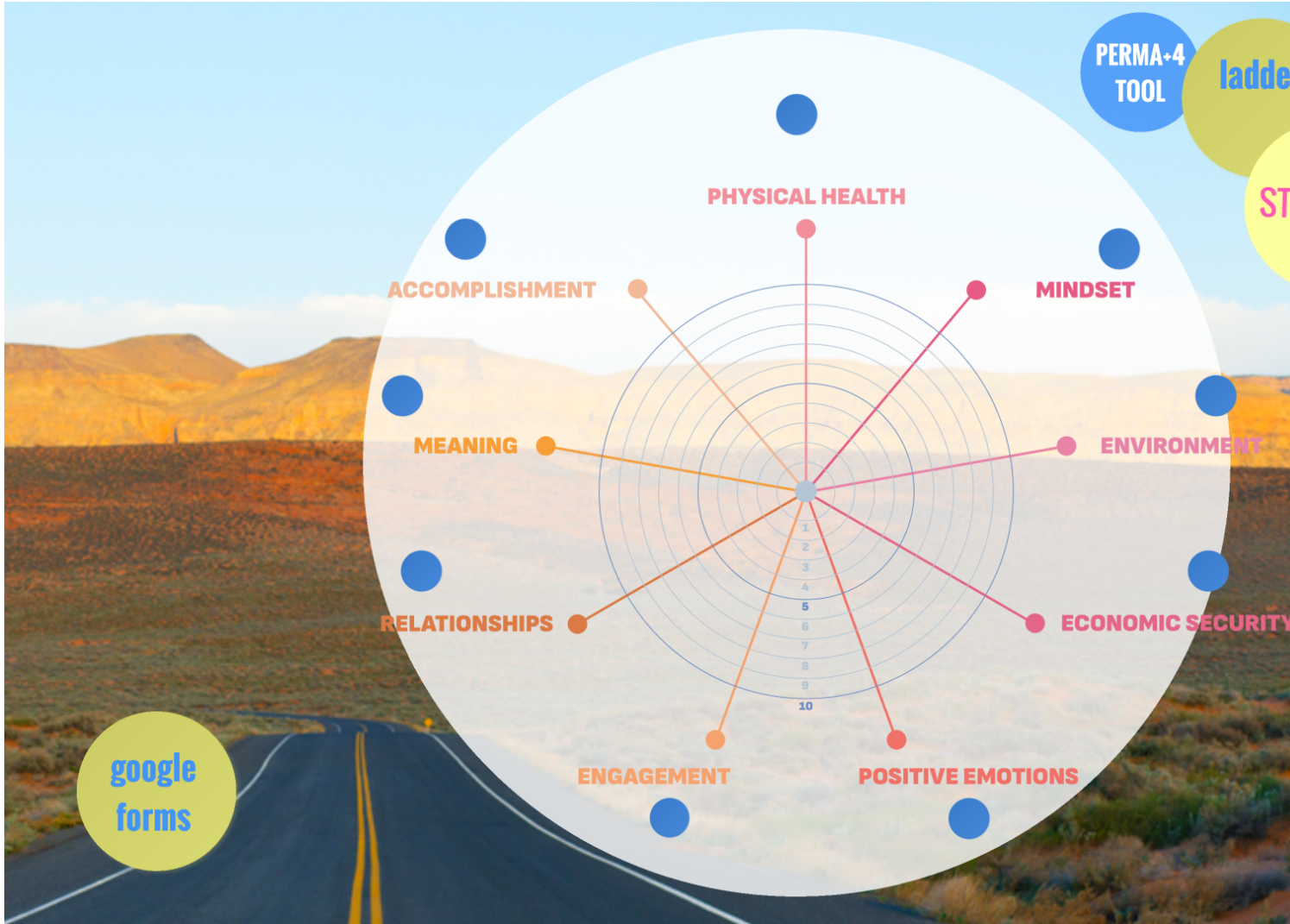
**WELL-BEING
AND
SUCCESS
FOR
UNIVERSITY
STUDENTS**

APPLYING PERMA+4

JANA KOCI
STEWART I. DONALDSON







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WHAT DO YOU
THINK ABOUT
PETALS?

Operationalized as a combination of high levels of biological, functional, and psychological health assets.

I generally feel physically healthy considering my body movement, body posture, nutrition and sleep while being able to relax, breathe properly and successfully avoid risky behavior.

Terrible

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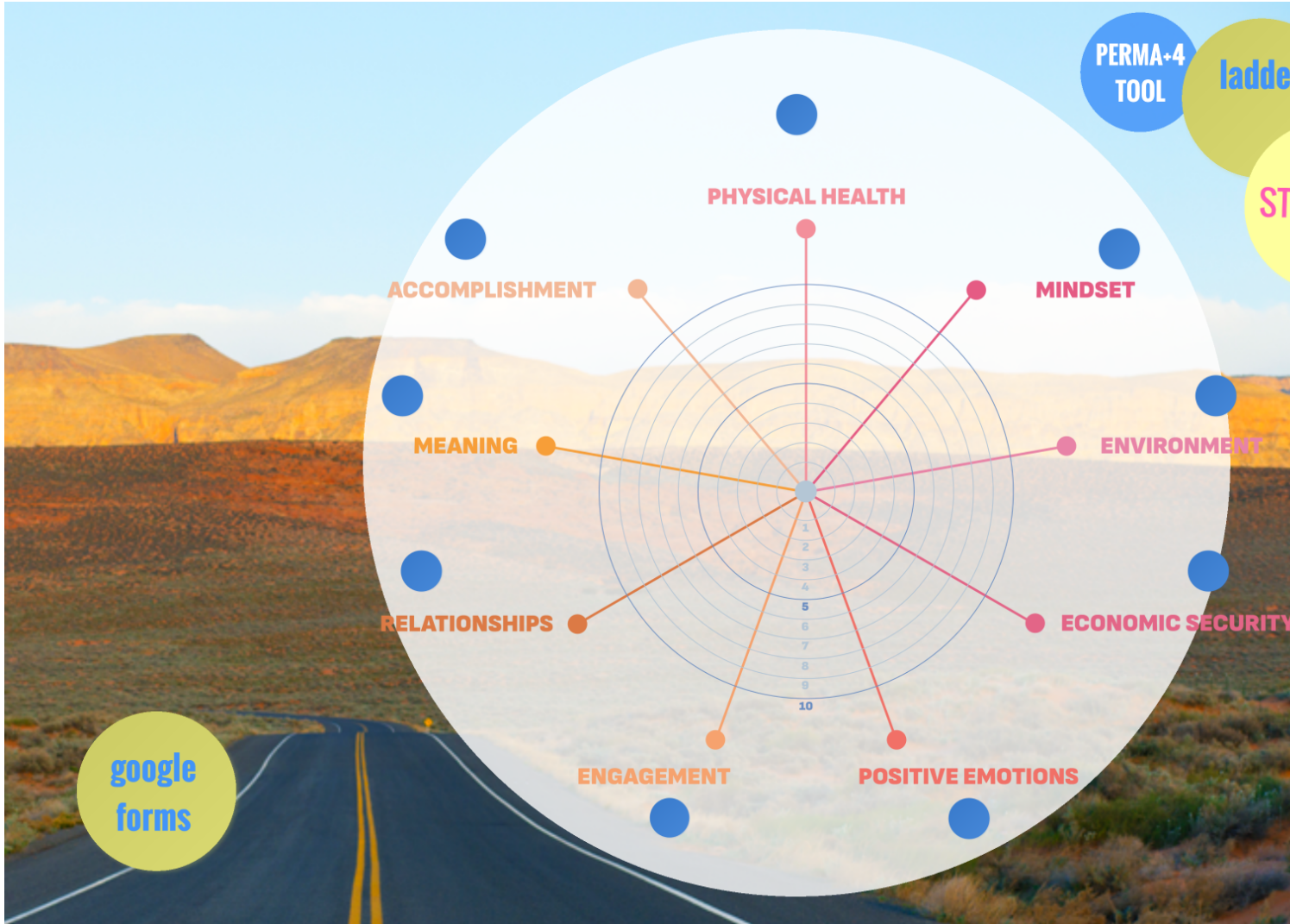
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Excellent





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WHAT DO YOU
THINK ABOUT
PETALS?

Adopting a growth mindset characterized by an optimistic, future-oriented view of life, where challenges or setbacks are seen as opportunities to grow. This may also be a function of positive psychological capital, perseverance, and/or grit.

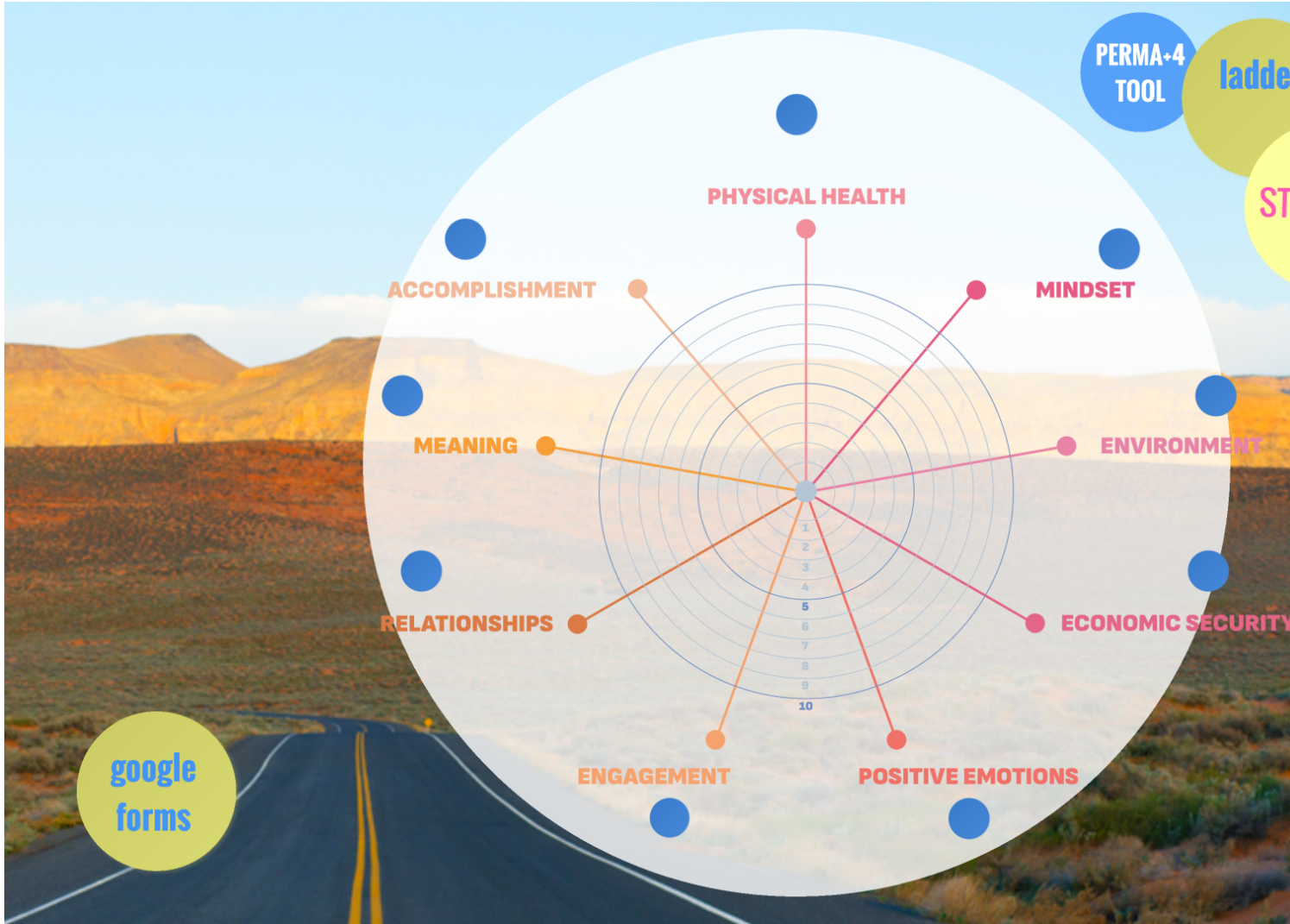
I generally feel resilient, confident in myself, responsible, hopeful, optimistic, future oriented, having a growth mindset, and persistent and passionate about my long term goals.

Terrible

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Excellent





PERMA+4
TOOL

ladder

STATEMENTS



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WHAT DO YOU
THINK ABOUT
PETALS?

The quality of one's physical environment (which includes spatiotemporal elements, such as access to natural light, fresh air, physical safety, and a positive psychological climate) aligned to the preferences of the individual.

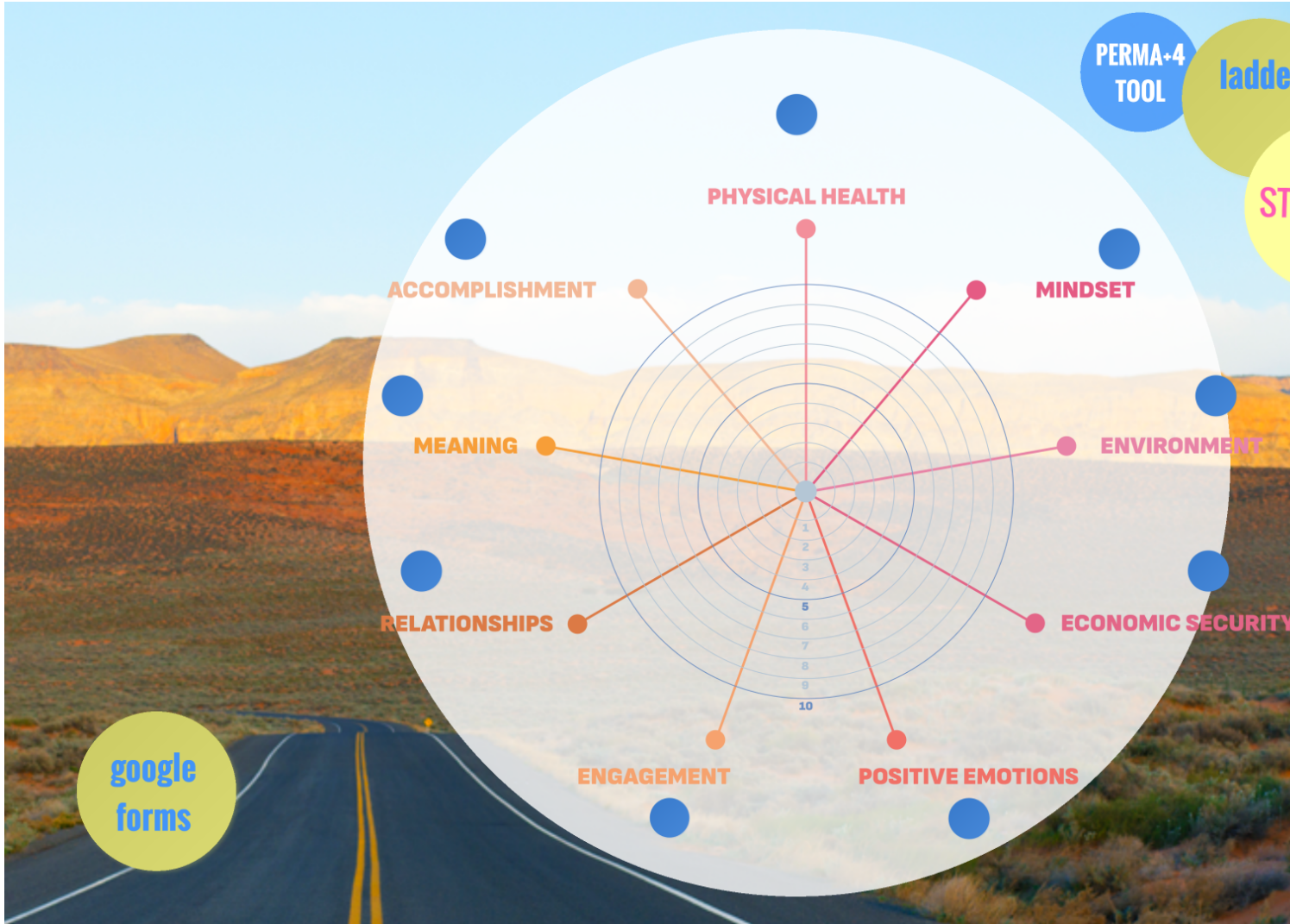
I generally experience a positive, healthy, and supportive environment at home, in my family, at work or at school, in my community, and online and I spend a satisfying amount of the time outdoors in nature.

Terrible

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Excellent





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WHAT DO YOU
THINK ABOUT
PETALS?

Perceptions of financial security and stability required to satisfy individual needs.

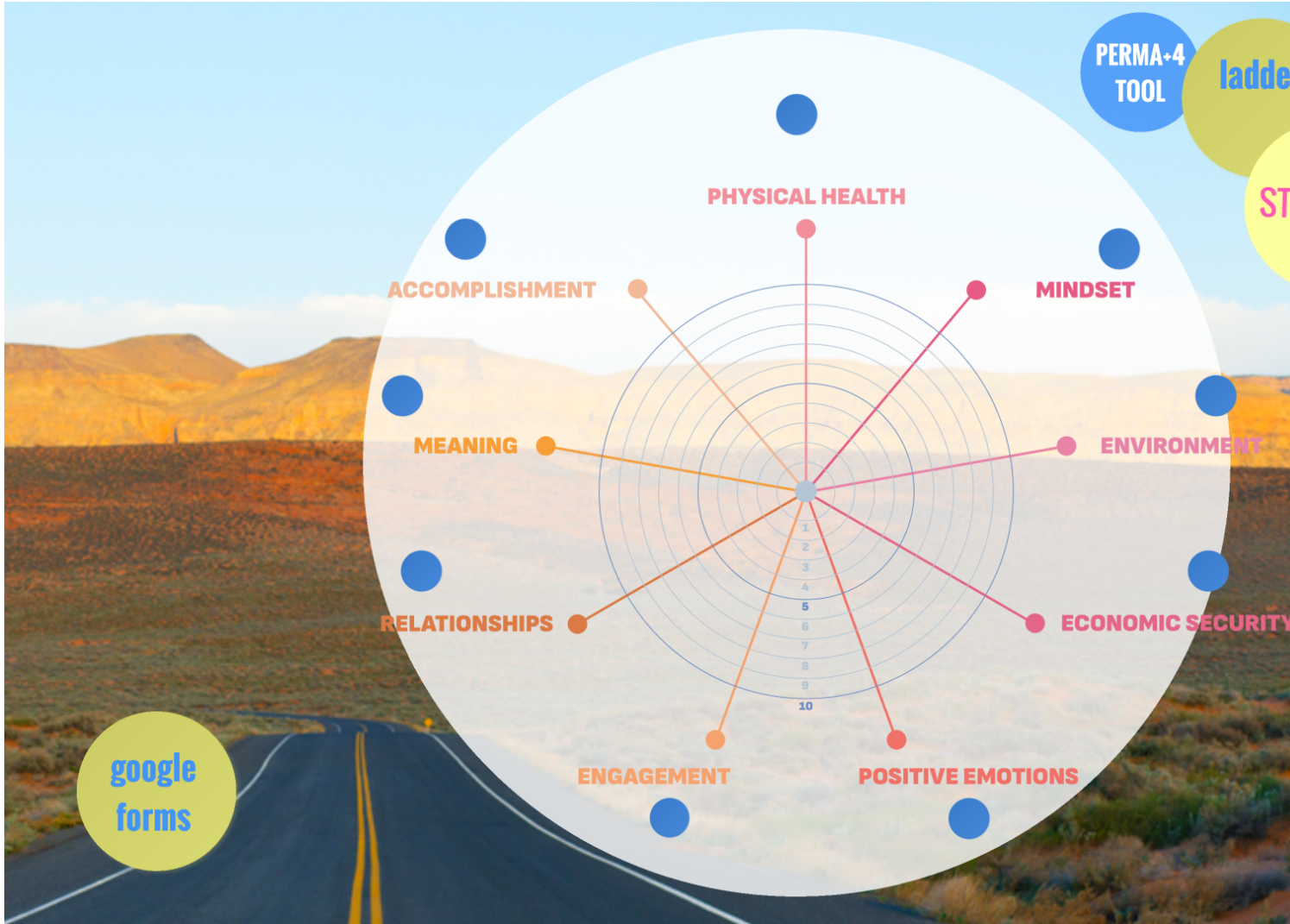
I generally feel financially secure considering my income, savings, investments, access to quality health care and I am managing my financial expenses well.

Terrible

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Excellent





PERMA+4
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ladder

STATEMENTS



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WHAT DO YOU
THINK ABOUT
PETALS?

Experiencing happiness, joy, love, gratitude, etc. in the here and now.

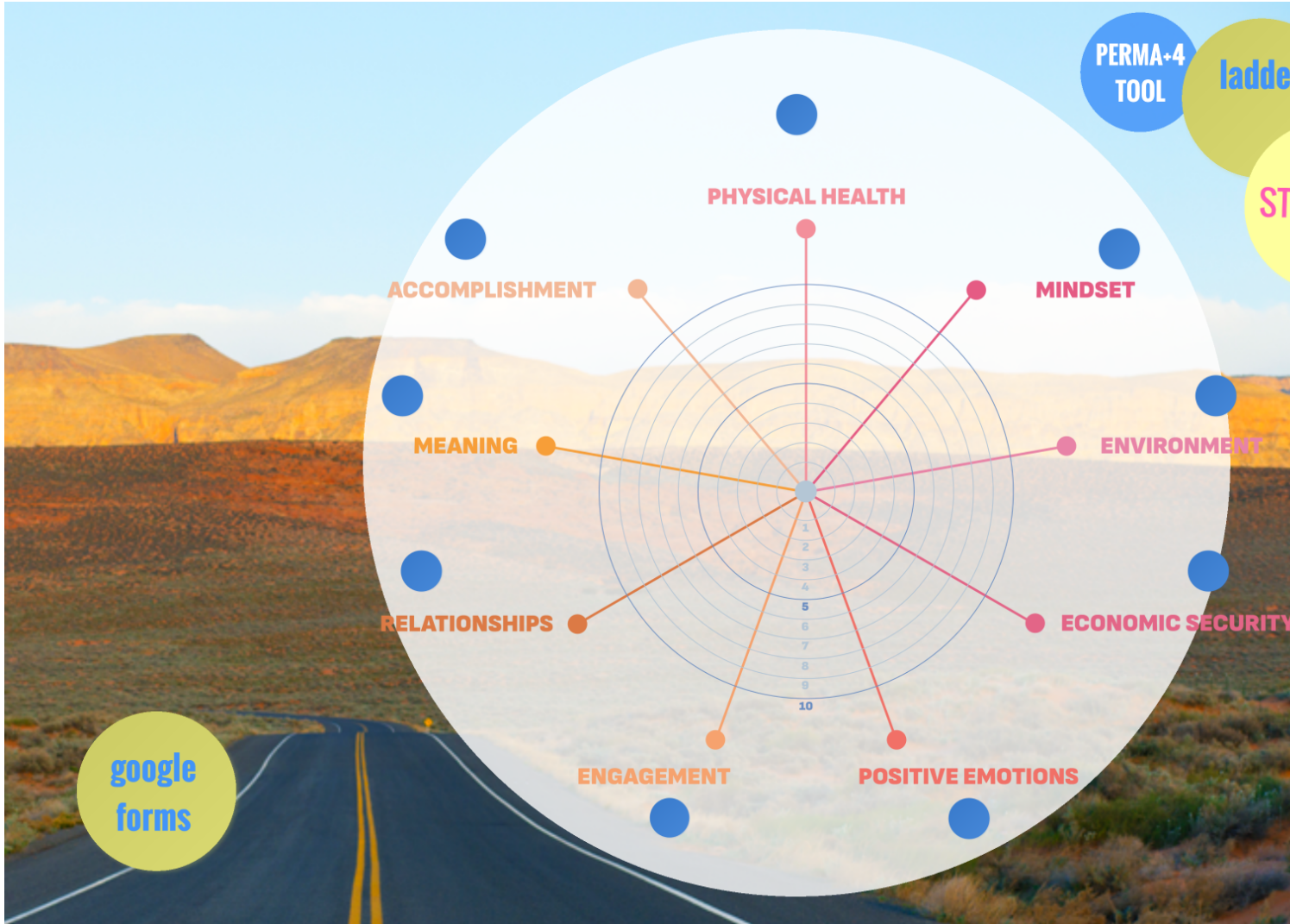
I generally experience positive emotions (happiness, joy, love, gratitude, interest etc.) either alone or with others often, I feel overall satisfied with my life, I devote a satisfying time to my hobbies and interests and I enjoy what I do at work and at school.

Terrible

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Excellent





PERMA+4
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STATEMENTS



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WHAT DO YOU
THINK ABOUT
PETALS?

Being highly absorbed or experiencing flow while engaged in activities of one's life.

I generally experience flow and engagement in my everyday life activities, in work and at school often. I feel engaged while doing my hobbies, while spending time with other people or even while being alone

Terrible

1

2

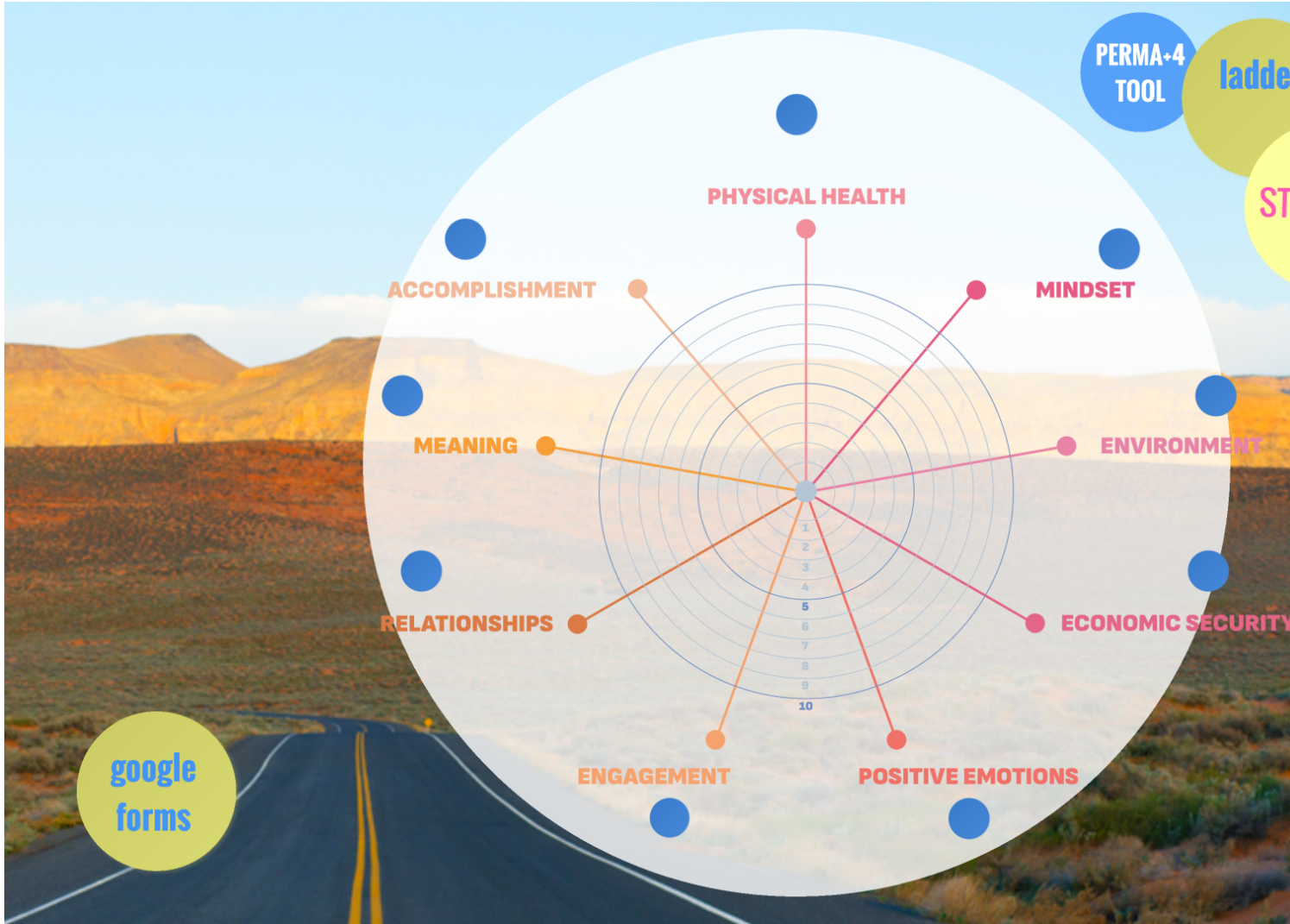


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Excellent



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WHAT DO YOU
THINK ABOUT
PETALS?

Having the ability to establish and maintain positive, mutually beneficial relationships with others, characterized by experiences of love and appreciation.

I generally experience high quality relationships with my boss or supervisor, classmates, co-workers, friends, family members, significant other(s), and I have a great relationship with myself.

Terrible

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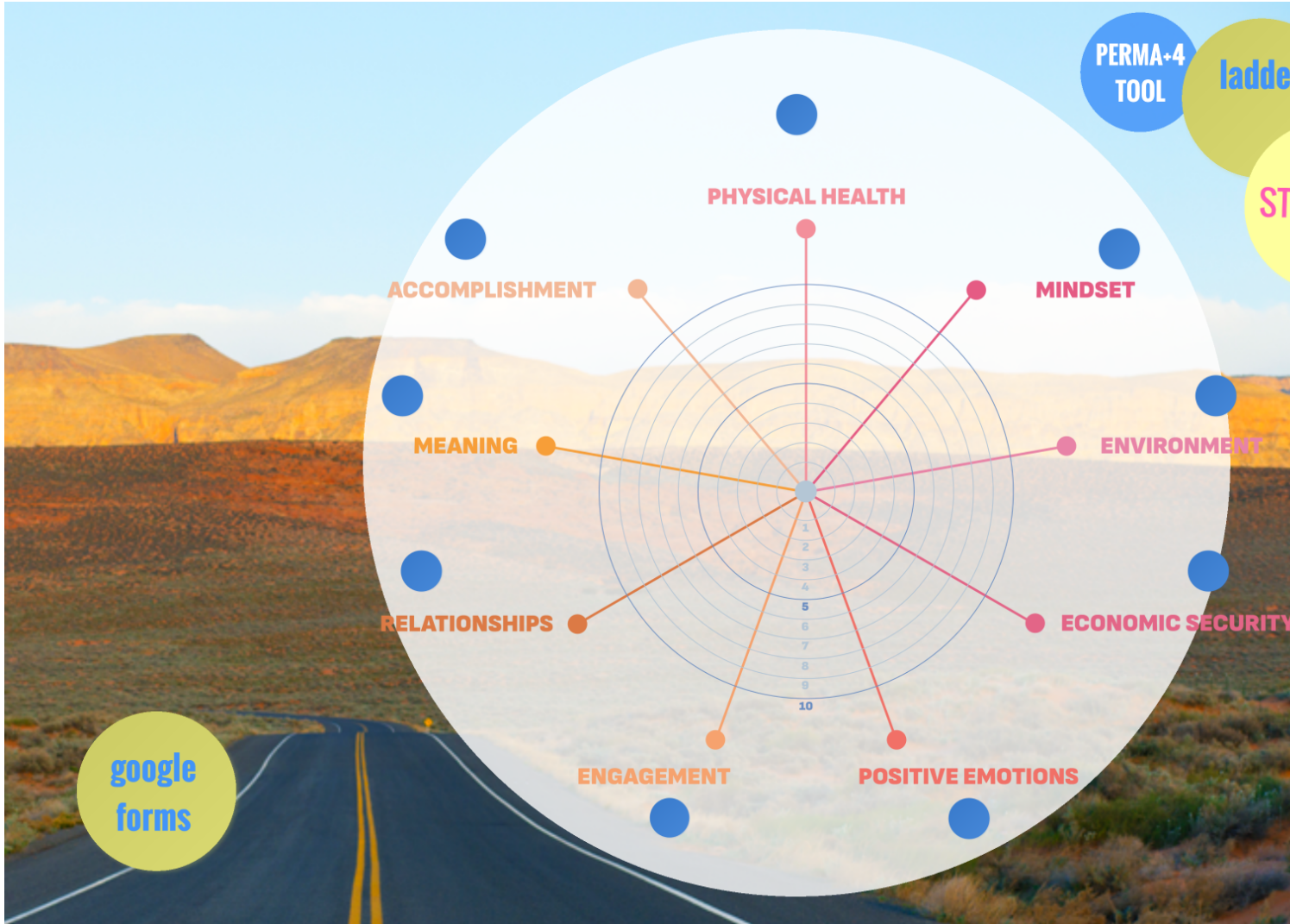
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Excellent





PERMA+4
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WHAT DO YOU
THINK ABOUT
PETALS?

The experience of being connected to something larger than the self or serving a higher purpose.

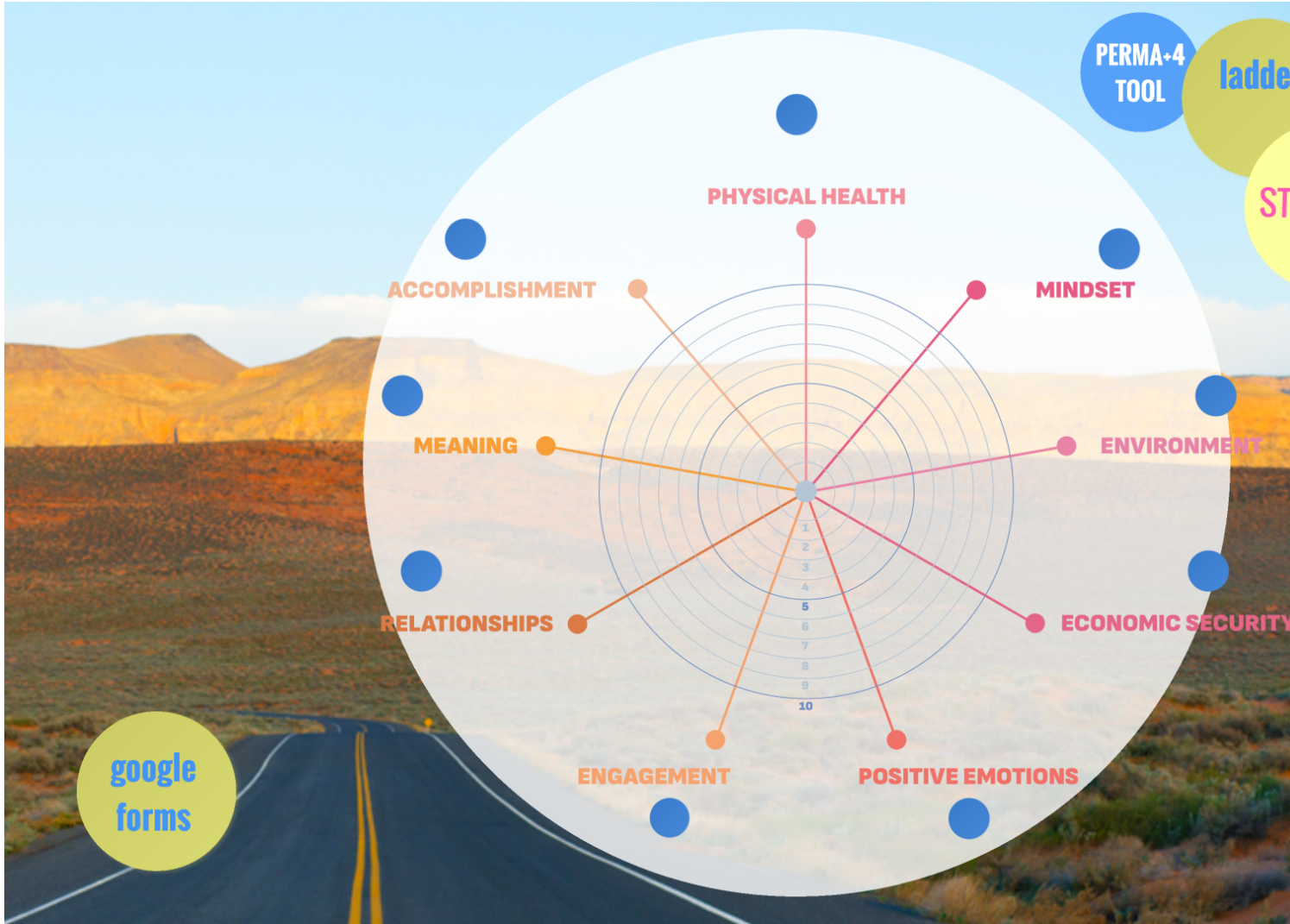
I generally experience meaning in everyday life activities and purpose in life, meaning in school activities and purpose in school studies. I build meaningful relationships and I participate in meaningful activities in my community. I feel faithful and spiritual.

Terrible

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Excellent





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WHAT DO YOU
THINK ABOUT
PETALS?

Experiencing a sense of mastery over a particular domain of interest or achieving important or challenging life/work goals.

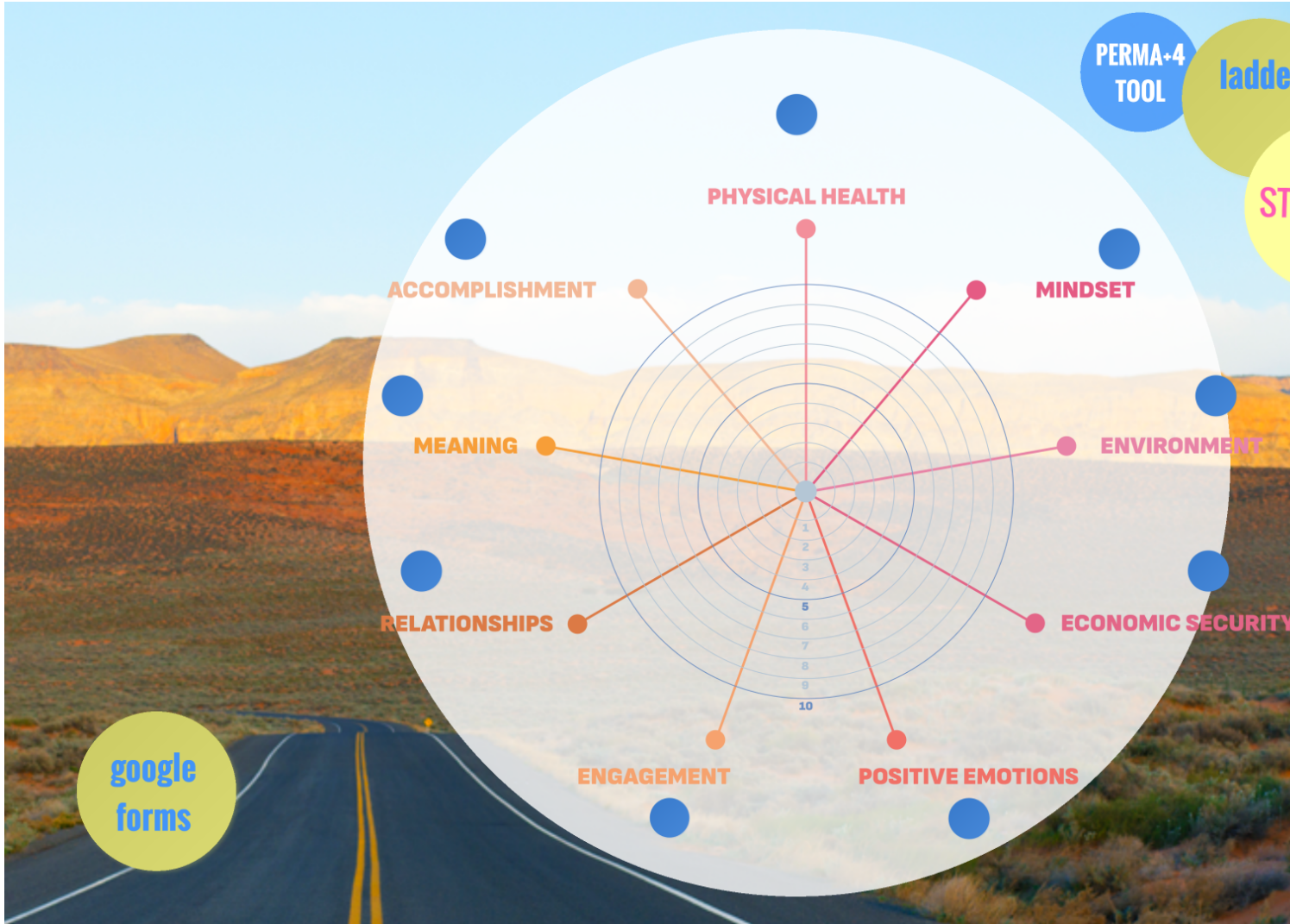
I generally recognize and celebrate my achievements. I am generally satisfied with my personal life achievements, education achievements, education achievements, relationships achievements, self-improvement achievements, and my financial achievements.

Terrible

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Excellent





PERMA+4
TOOL

ladder

STATEMENTS



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WHAT DO YOU
THINK ABOUT
PETALS?

Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top.

The top of the ladder represents the best for you.
The bottom of the ladder represents the worst for you.



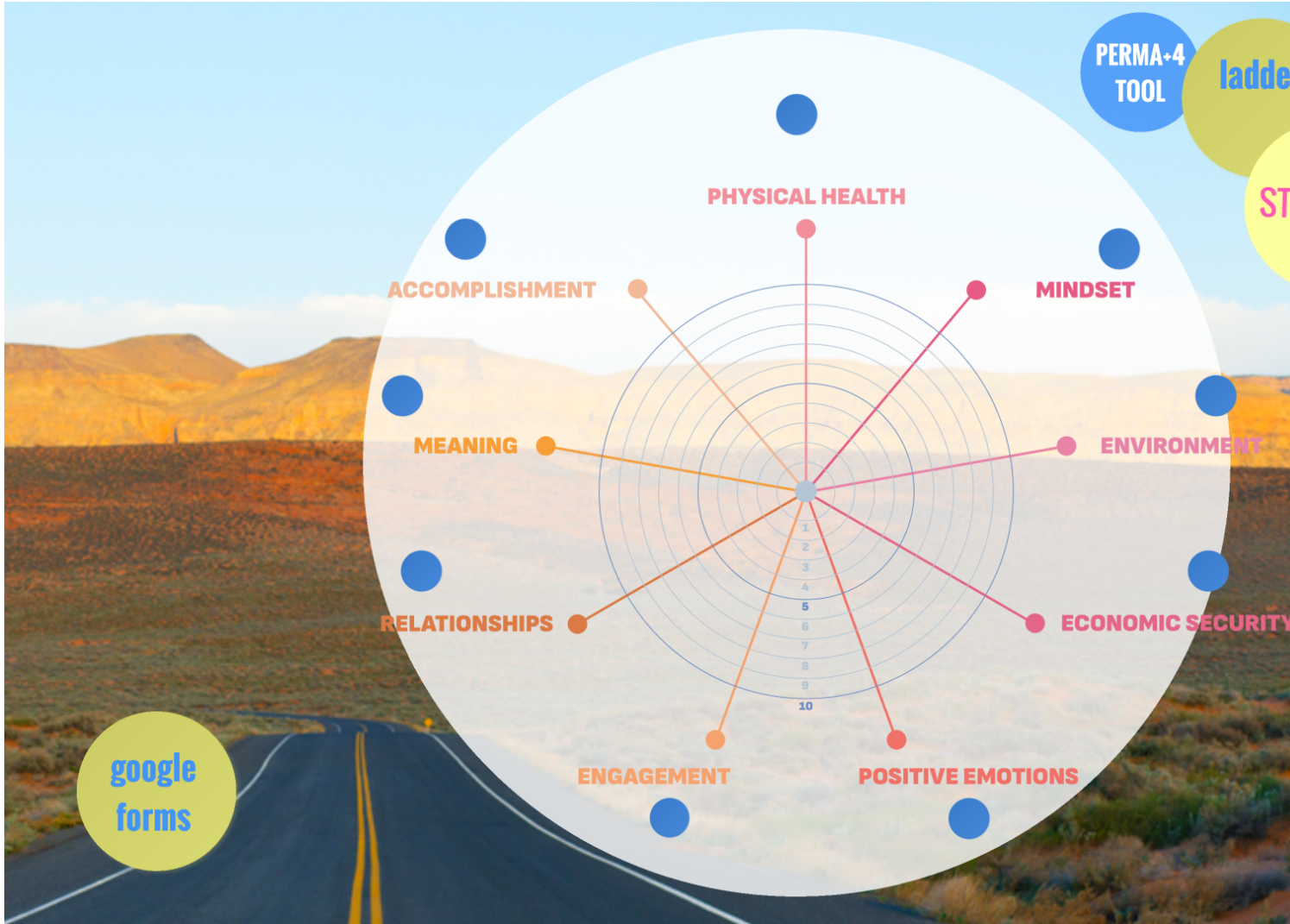
10

← The top of the ladder represents the best for you.

0

← The bottom of the ladder represents the worst for you.

On which step of the ladder would you say you personally feel you stand at this time in terms of your physical health, environment, mindset, economic security, positive emotions, engagement, relationships, meaning and achievement?



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WHAT DO YOU
THINK ABOUT
PETALS?



DĚKUJI :-)

EXPERIMENT

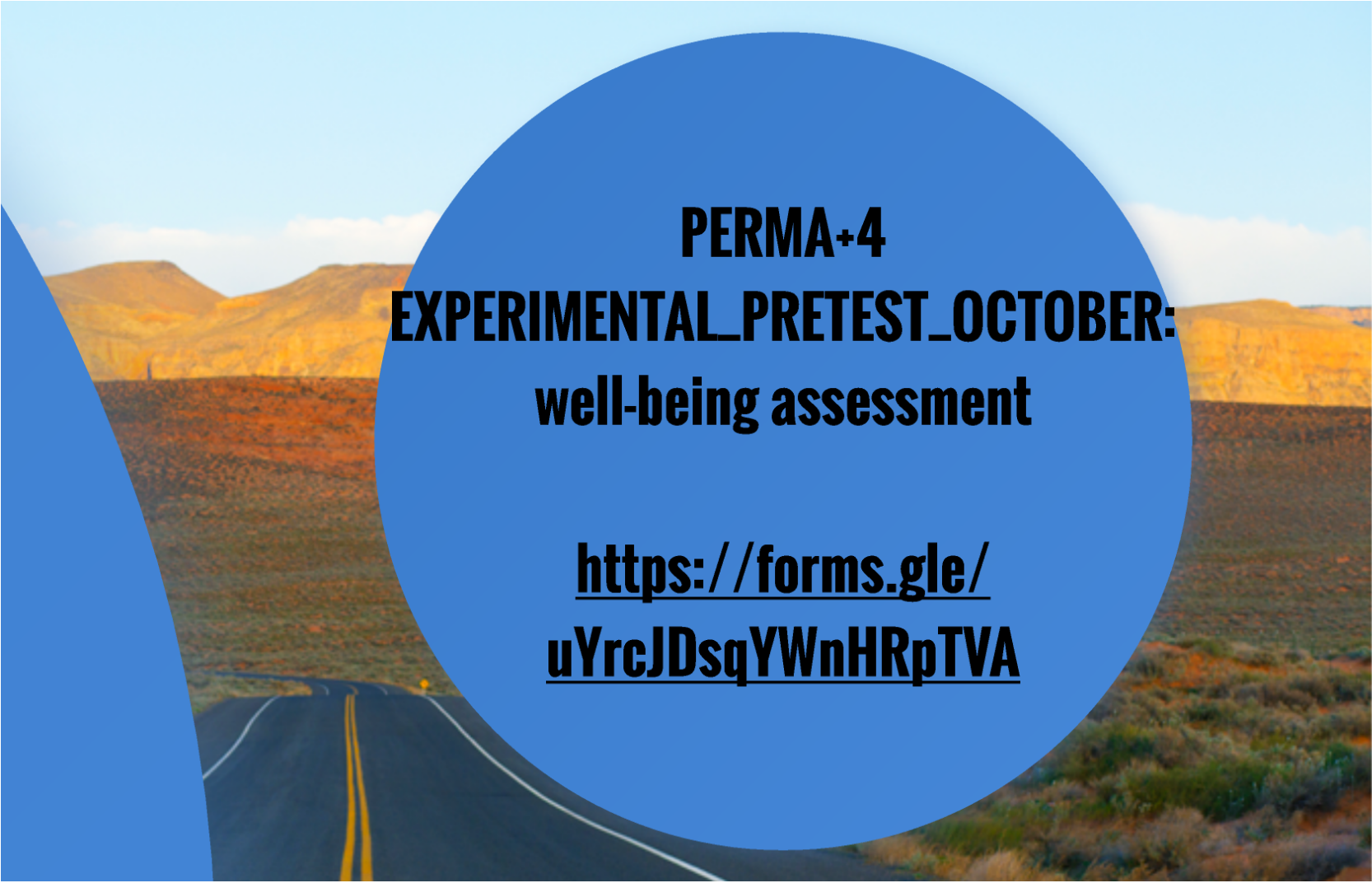
CONTROL



THANK YOU :-)

PRETEST

POSTTEST



**PERMA+4
EXPERIMENTAL_PRETEST_OCTOBER:
well-being assessment**

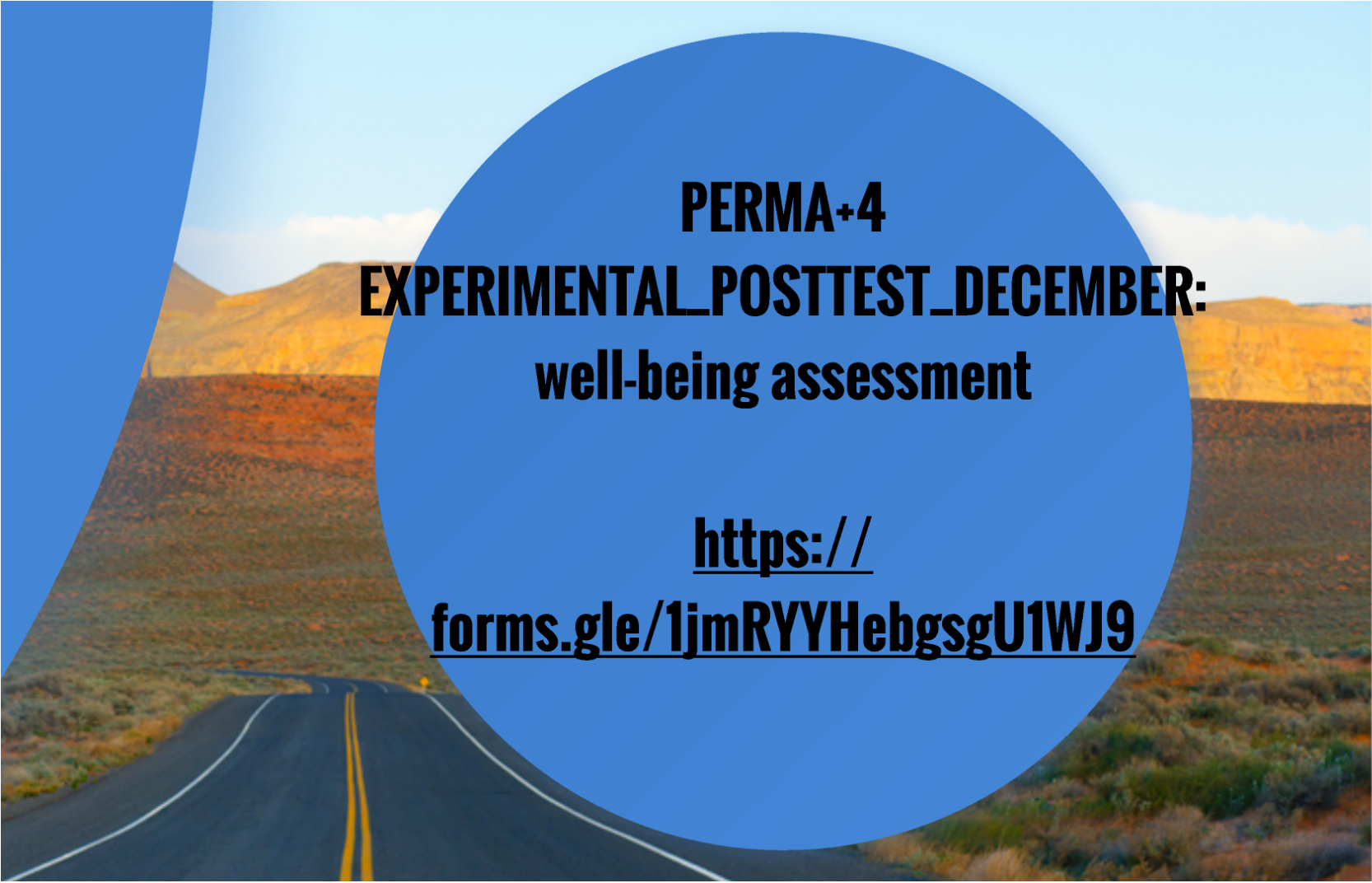
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uYrcJDsqYWnHRpTVA](https://forms.gle/uYrcJDsqYWnHRpTVA)**



THANK YOU :-)

PRETEST

POSTTEST



PERMA+4
EXPERIMENTAL_POSTTEST_DECEMBER:
well-being assessment

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THANK YOU :-)

PRETEST

POSTTEST



DĚKUJI :-)

EXPERIMENT

CONTROL





**CONTROL PRETEST_OCTOBER:
well-being assessment**

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bQuUhJTKxE1JAXvz9](https://forms.gle/bQuUhJTKxE1JAXvz9)**



THANK YOU :-)

PRETEST

POSTTEST



**CONTROL_POSTTEST_DECEMBER:
well-being assessment**

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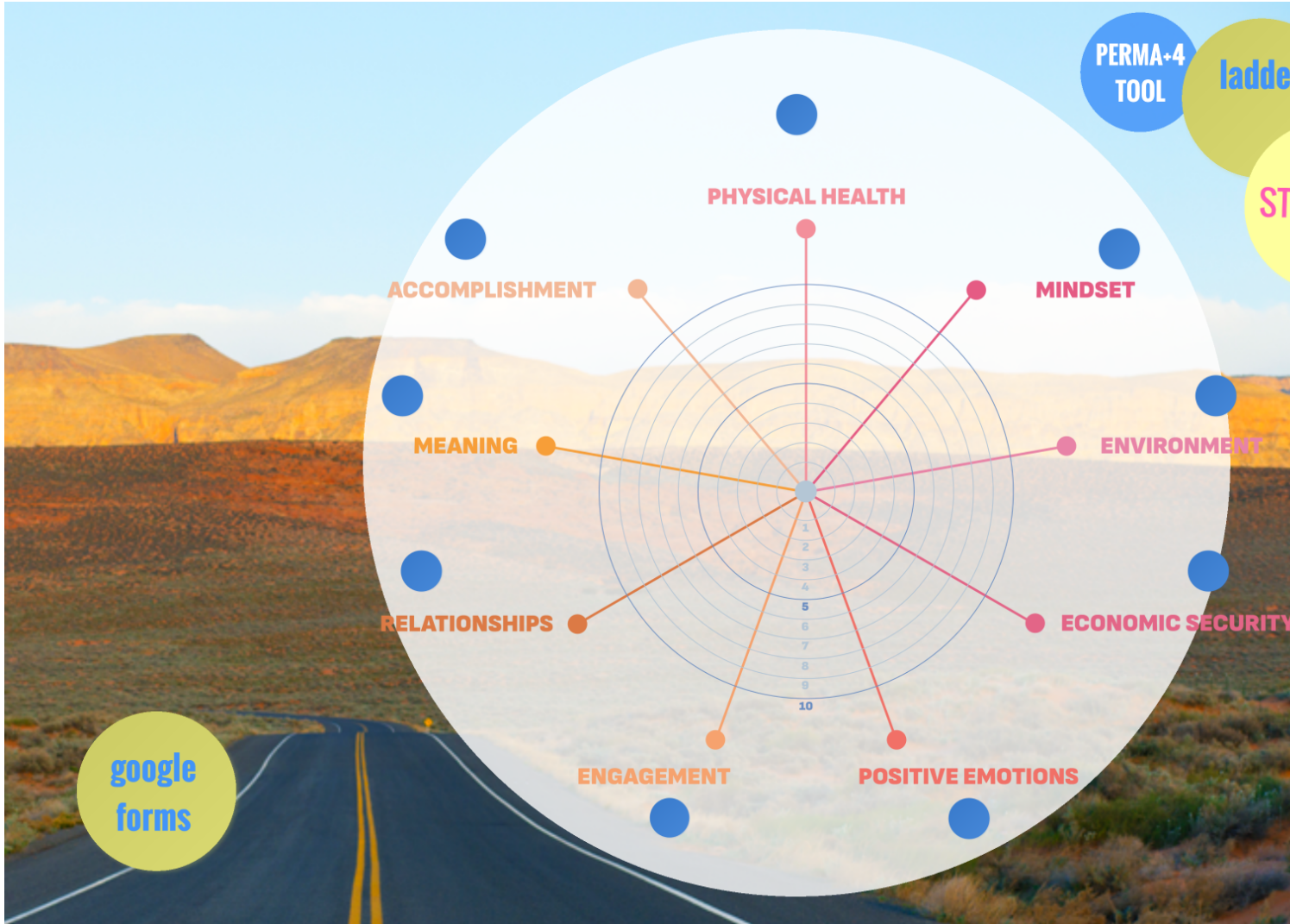




DĚKUJI :-)

EXPERIMENT

CONTROL



PERMA+4
TOOL

ladder

STATEMENTS



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WHAT DO YOU
THINK ABOUT
PETALS?

What PERMA+4 is (not)?

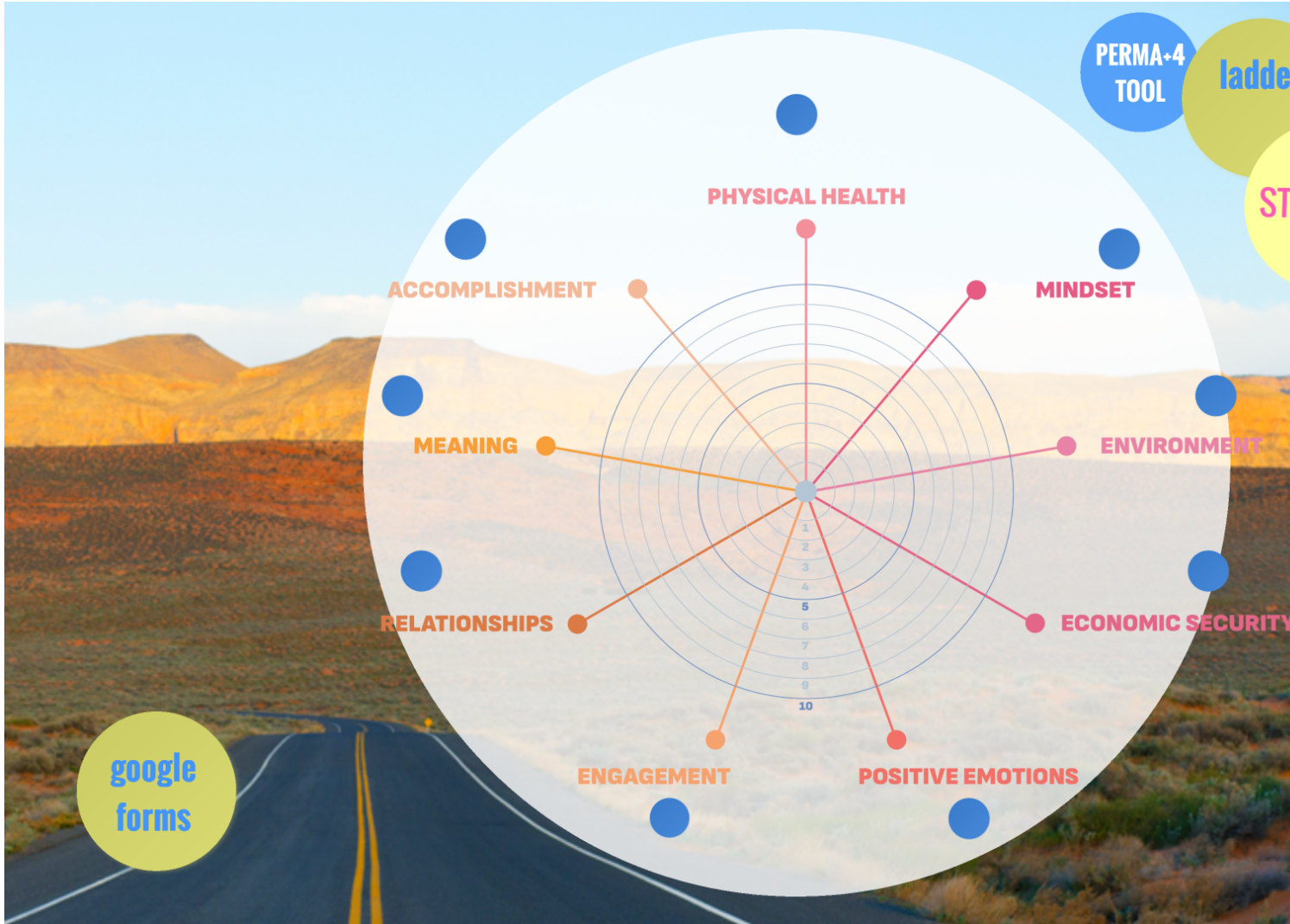
PERMA+4 is a well-being tool that:

- helps you to take care of YOUR well-being & well-being of OTHERS
- is an inspiration to lifestyle rather than solution for all our problems
 - assessment tool that gives you a sense of where you stand
 - is a map of what your PERMA+4 can, will or won't look like
 - is a growth strengthener
- is a tool that helps to develop your skill of understanding others better

What PERMA+4 is (not)?

PERMA+4 is a well-being tool that:

- helps you to take care of YOUR well-being & well-being of OTHERS
- is an inspiration to lifestyle rather than solution for all our problems
 - assessment tool that gives you a sense of where you stand
 - is a map of what your PERMA+4 can, will or won't look like
 - is a growth strengthener
- is a tool that helps to develop your skill of understanding others better



PERMA+4
TOOL

ladder

STATEMENTS



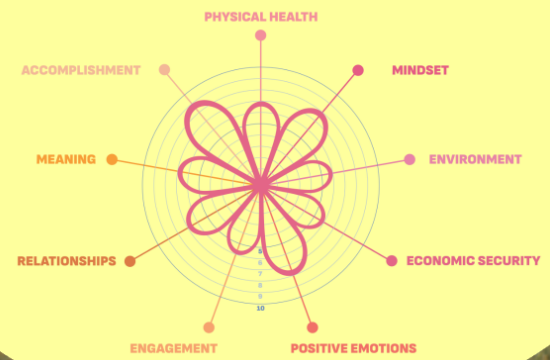
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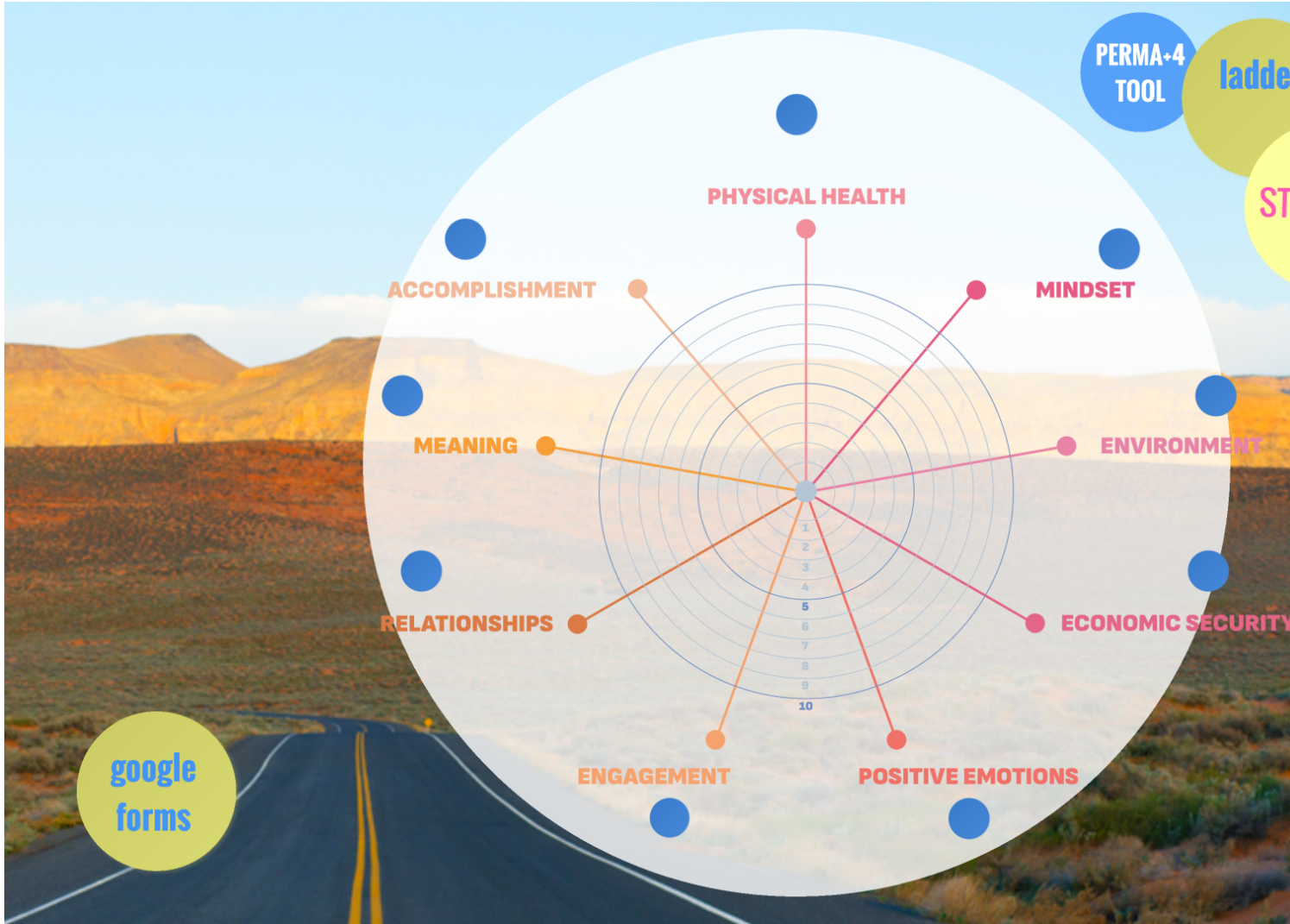
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WHAT DO YOU
THINK ABOUT
PETALS?

The statements AROUND can help you assess where you personally feel you stand in each individual ladder.

After you assess each ladder, circle the numbers on each ladder of the physical health wheel that you will BE SHOWN IN THE MOMENT. Then draw the petal shape from the center of the wheel through all the numbers on each ladder to create your own flower!





PERMA+4
TOOL

ladder

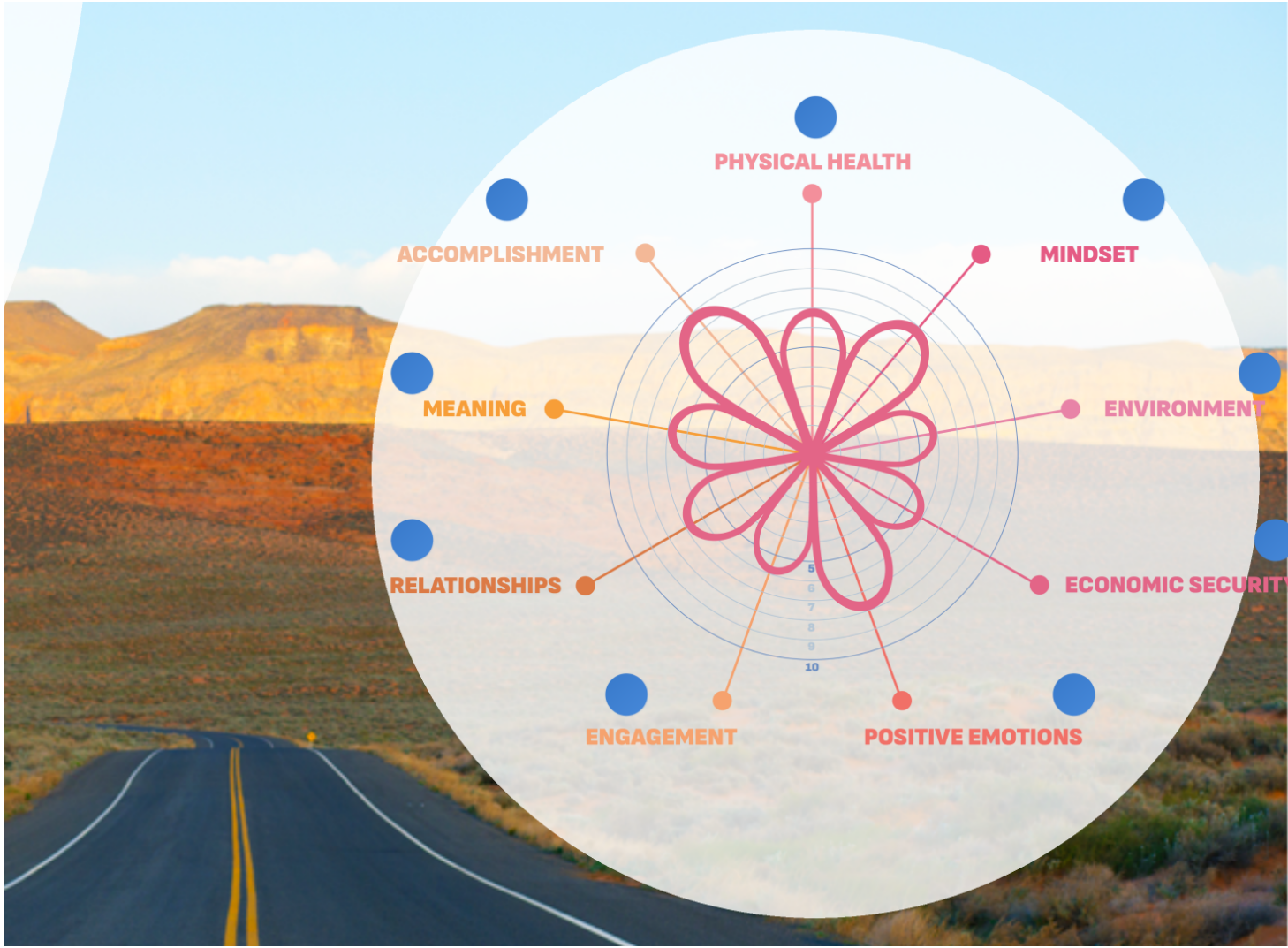
STATEMENTS



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WHAT DO YOU
THINK ABOUT
PETALS?



PHYSICAL HEALTH

Adekvátní pohybová aktivita (Adequate Body Movement)

Správné držení těla (Good Body Posture)

Správná výživa (Good Nutrition)

Kvalitní spánek (High Quality Sleep)

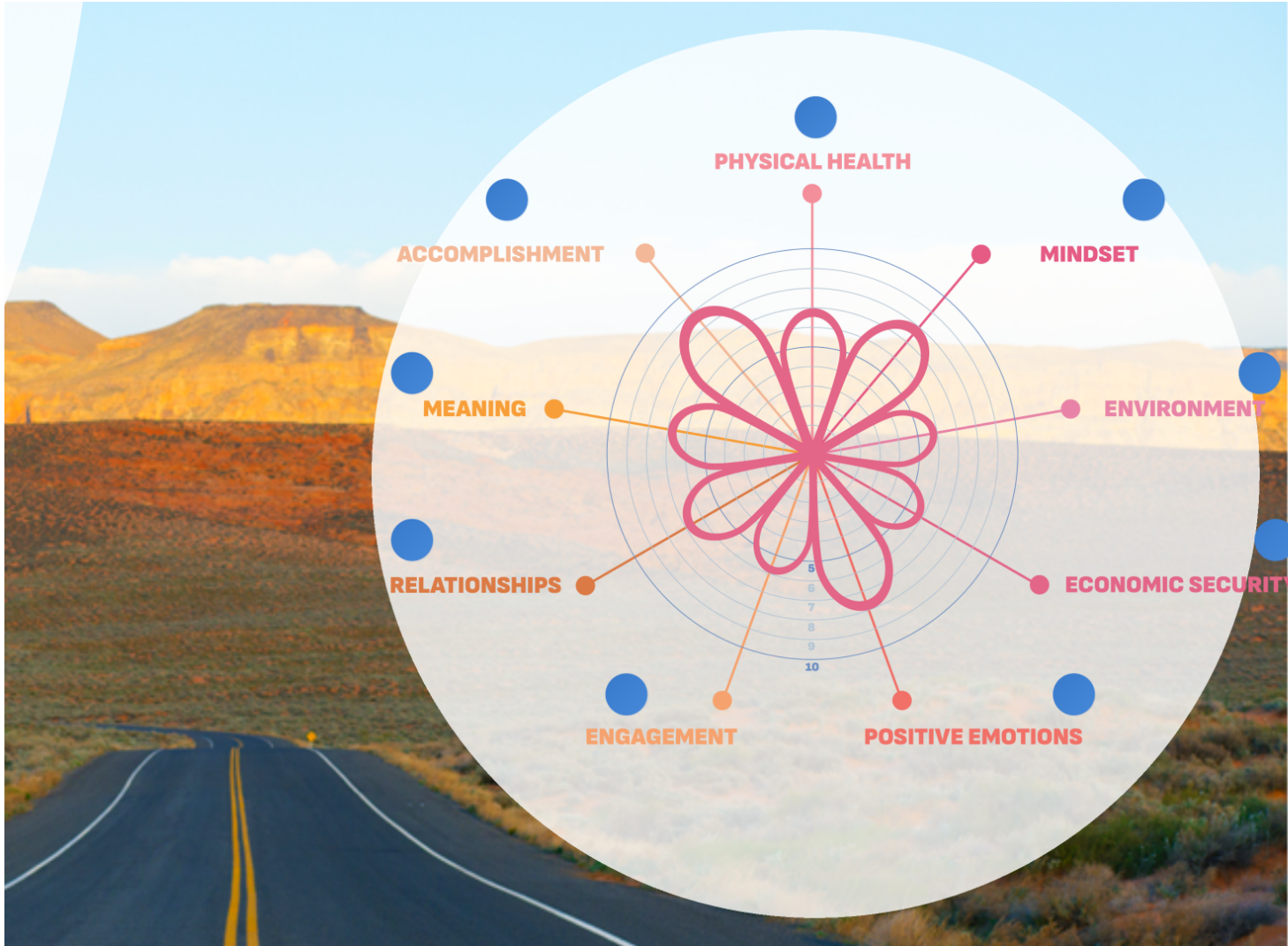
Pravidelná Relaxace (Regular Relaxation)

Správné dýchání (Proper Breathing)

Vyhýbání se rizikovému chování (Avoidance of Risky Behavior)

Other Physical Activity Strengths





MINDSET

Psychická odolnost (Resiliency)

Důvěra v sebe sama (Confident in Yourself - Efficacy)

Zodpovědnost (Responsibility)

Vůle (Willpower)

Pocit naděje (Hope)

Optimismus (Optimism)

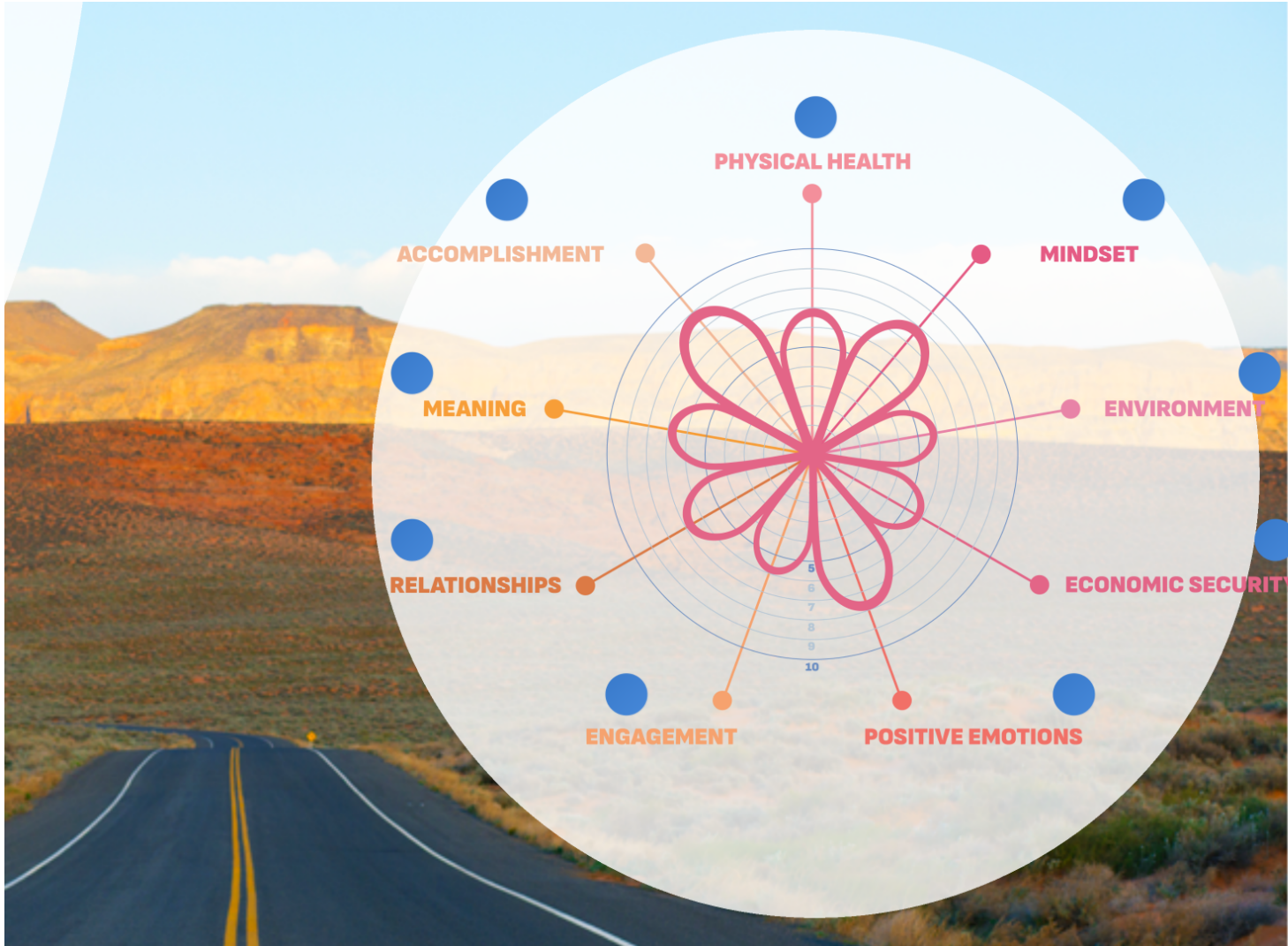
Orientace na budoucnost (Future Orientation)

Růstové nastavení mysli, tedy takové nastavení, že chybování vnímáme spíše jako přirozenou součást učení se, raději než selhání (Growth Mindset)

Vytrvalost u dlouhodobých cílů (Perseverance for long-term goals)

Vášeň a nadšení u dlouhodobých cílů (Passion for long-term goals)

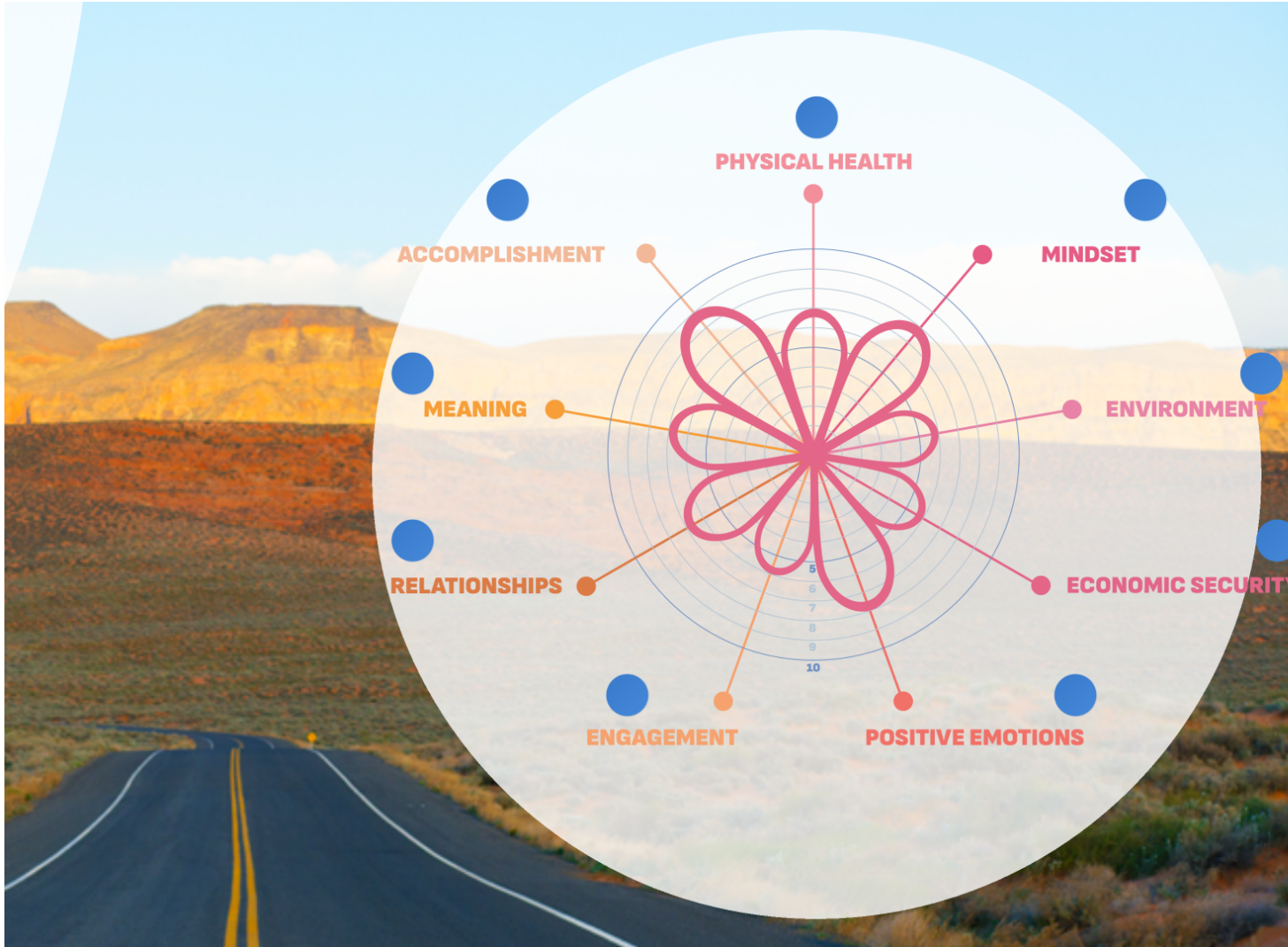




ENVIRONMENT

- Výborné domácí prostředí a prostředí pro život (High Quality Home and Living Environment)
- Výborné rodinné prostředí (High Quality Family Environment)
- Výborné školní prostředí (High Quality School Environment)
- Výborné pracovní prostředí a/či prostředí na brigádě (High Quality Work and Brigade Environment)
- Výborné komunitní a společenské prostředí (High Quality Community Environment)
- Výborné Online prostředí (High Quality Online Environment)
- Čas strávený venku a v přírodě (Time Spent Outdoors in Nature)





ECONOMIC SECURITY

Dobry finanční příjem (Good Income)

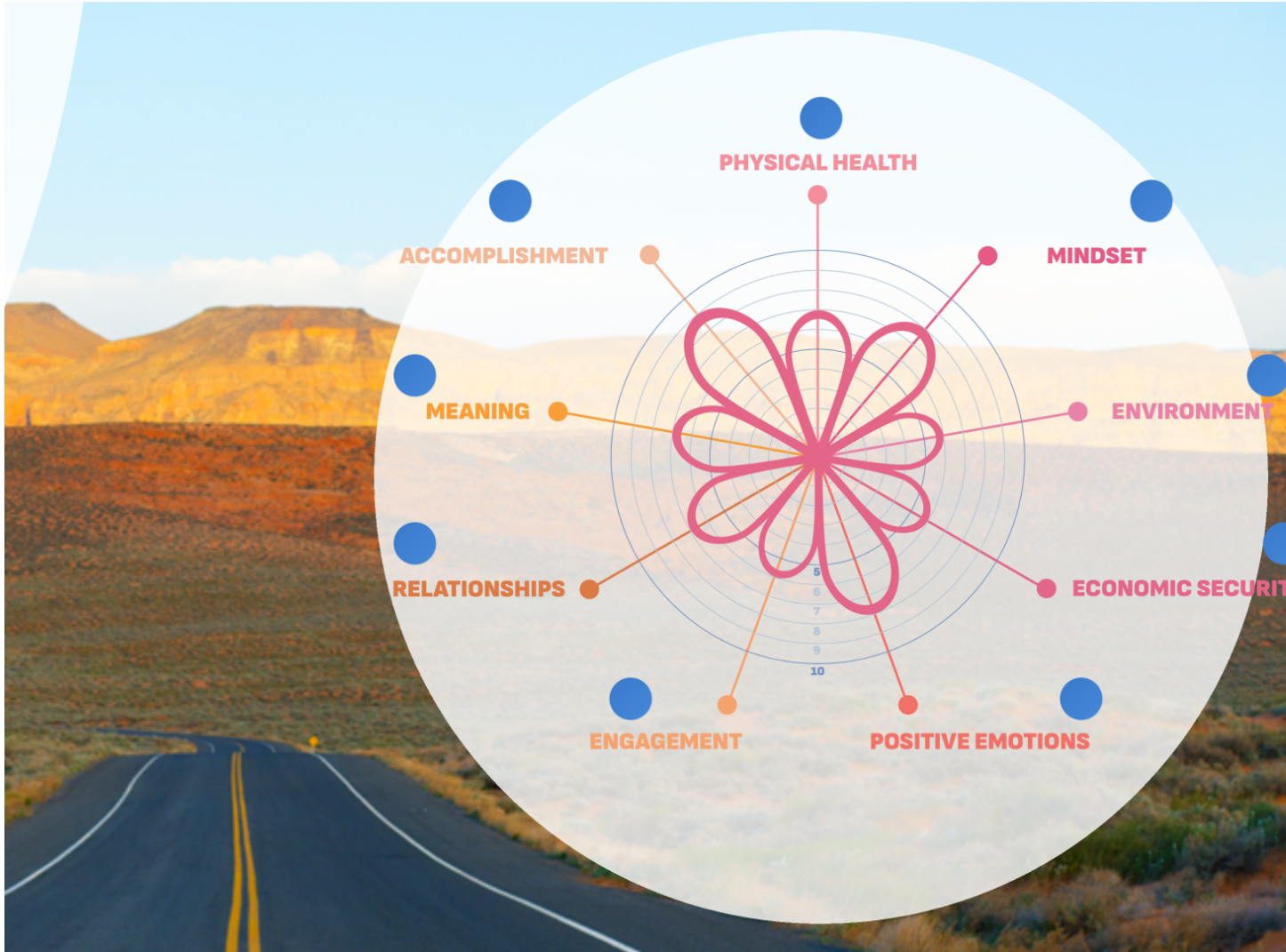
Dobré úspory (Satisfactory Savings)

Přístup ke kvalitní zdravotní péči (Access to Quality Health Care)

Dobré finanční investice (Satisfactory Investments)

Správné řízení finančních výdajů (Proper Expense Management)





POSITIVE EMOTIONS

Prožívání pozitivních emocí (Positive Emotions Experience (Happiness, Joy, Love, Gratitude..))

Spokojenost se životem (Life Satisfaction)

Čas věnovaný Vaším koníčkům a zájmům (Time Devoted to Your Hobbies and Interests)

Pozitivní emoce zažívané ve vztazích s druhými lidmi (Positive Emotions Experienced with Other People)

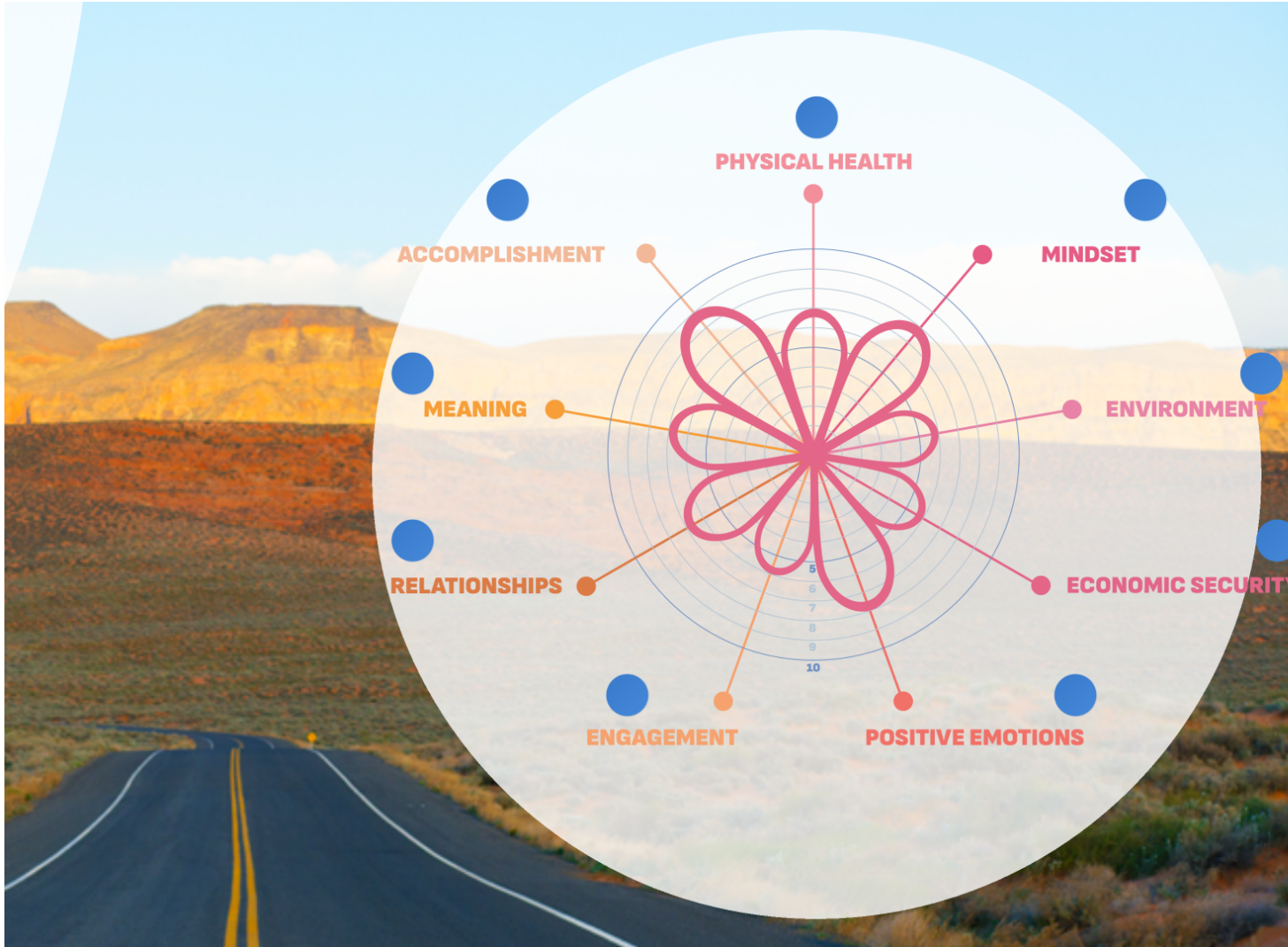
Pocit potěšení zažívaný při aktivitách při studiu (Enjoyment of what You do at School)

Pocit potěšení zažívaný při aktivitách v práci a/či na brigádě (Enjoyment of what You do at Work or Brigade)

Sdílení pozitivních emocí: mám radost, když vidím druhé prožívat štěstí.

(Shared Positive Emotions: I enjoy seeing other people being happy)-





ENGAGEMENT

Zaujetí každodenními činnostmi (Engagement in Everyday Life Activities)

Zaujetí ve škole (Engagement in School)

Zaujetí v zaměstnání (Engagement in Work or Brigade)

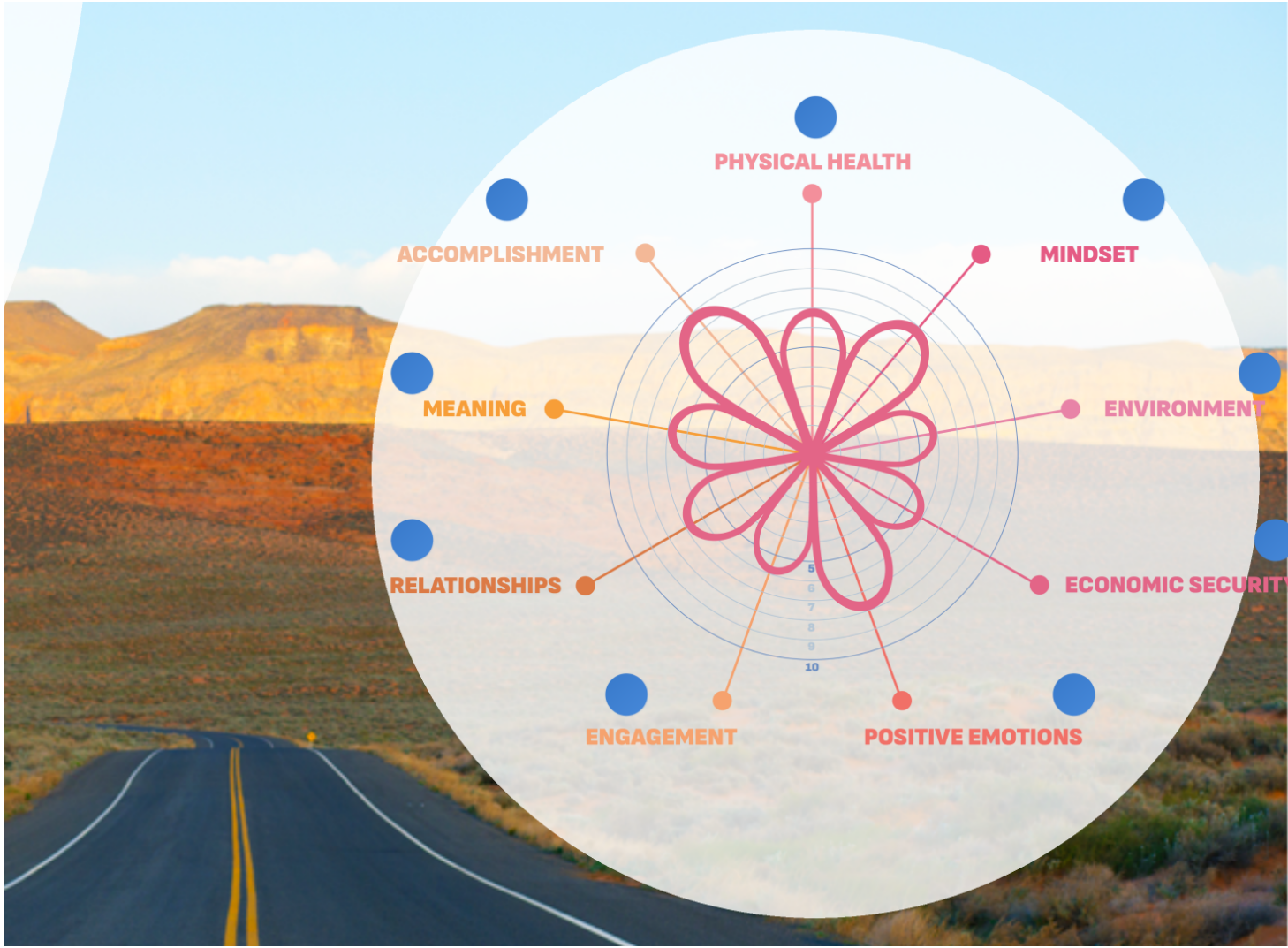
Zaujetí při vykonávání koníčků (Engagement in Your Hobbies)

Zaujetí při interakci s lidmi (Engagement with Other People)

Zaujetí v čase stráveném sami se sebou (Engagement in Your Alone Time)

Zažívání Flow, tedy stavu kdy jsme ponořeni do činnosti natolik, že zapomínáme na svět (Experiencing Flow)

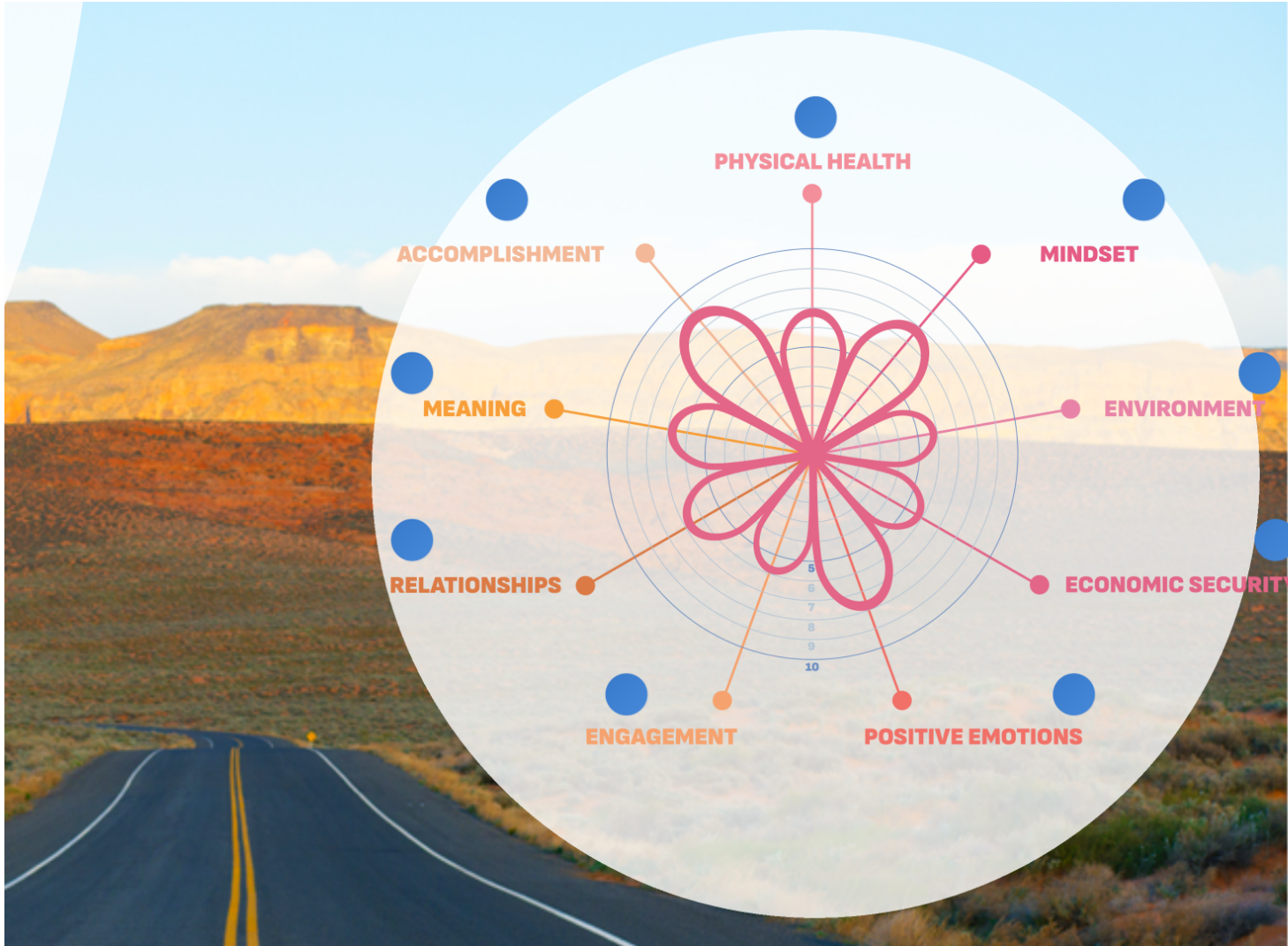




RELATIONSHIPS

- Výborný vztah s nadřízeným (High Quality Relationship with Boss or Supervisor)
- Výborné vztahy se spolužáky (High Quality Relationships with Classmates)
- Výborné vztahy s kolegy v práci či na brigádě (High Quality Relationships with Co-Workers)
- Výborné vztahy s přáteli (High Quality Relationships with Friends)
- Výborné vztahy s rodinnými příslušníky (High Quality Relationships with Family Members)
- Výborné vztahy s partnerem/partnerkou (High Quality Relationships with Significant Other(s))
- Výborný vztah sám/sama se sebou (High Quality Relationship with Yourself)





MEANING

Vidění smyslu v každodenních aktivitách (Meaning in Everyday Life Activities)

Nalezení životního smyslu a účelu (Purpose in Life)

Vidění smyslu ve školních aktivitách (Meaning in School Activities)

Vidění smyslu v pracovních aktivitách (Meaning in Work Activities)

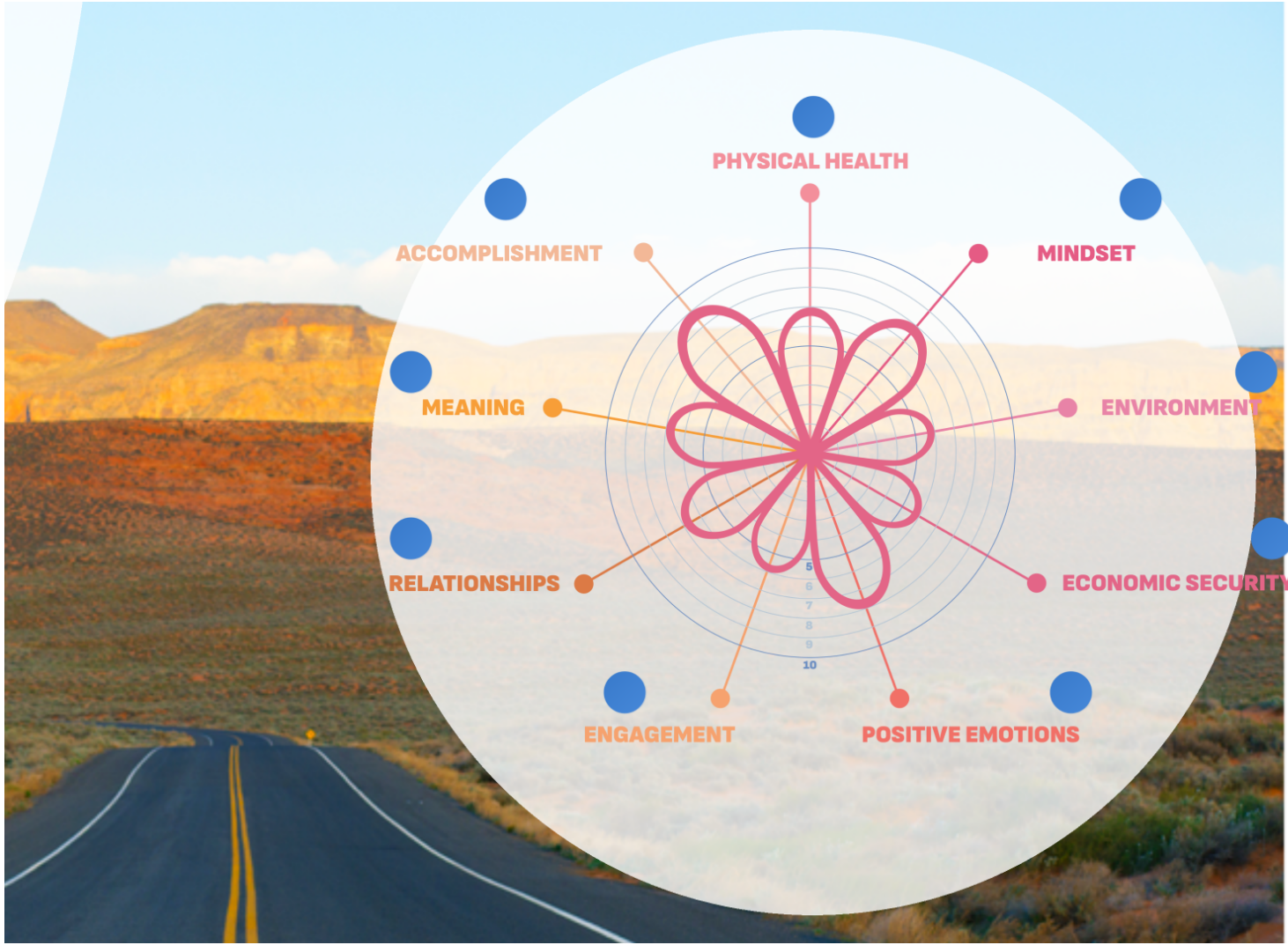
Vidění smyslu ve studiu (Purpose in Your Studies)

Vytváření smysluplných vztahů (Building of Meaningful Relationships)

Participace na smysluplných aktivitách ve Vaší komunitě (Participation in Meaningful Activities in Your Community)

Víra a spiritualita (Faith & Spirituality)





ACHIEVEMENT

Sebeuznání (Self-Recognition of Your Achievements)

Spokojenost s úspěchy v osobním životě (Satisfaction with Personal Life Achievement)

Spokojenost s úspěchy ve vzdělávání (Satisfaction with Education Achievement)

Spokojenost s úspěchy v kariéře (Satisfaction with Career Achievement)

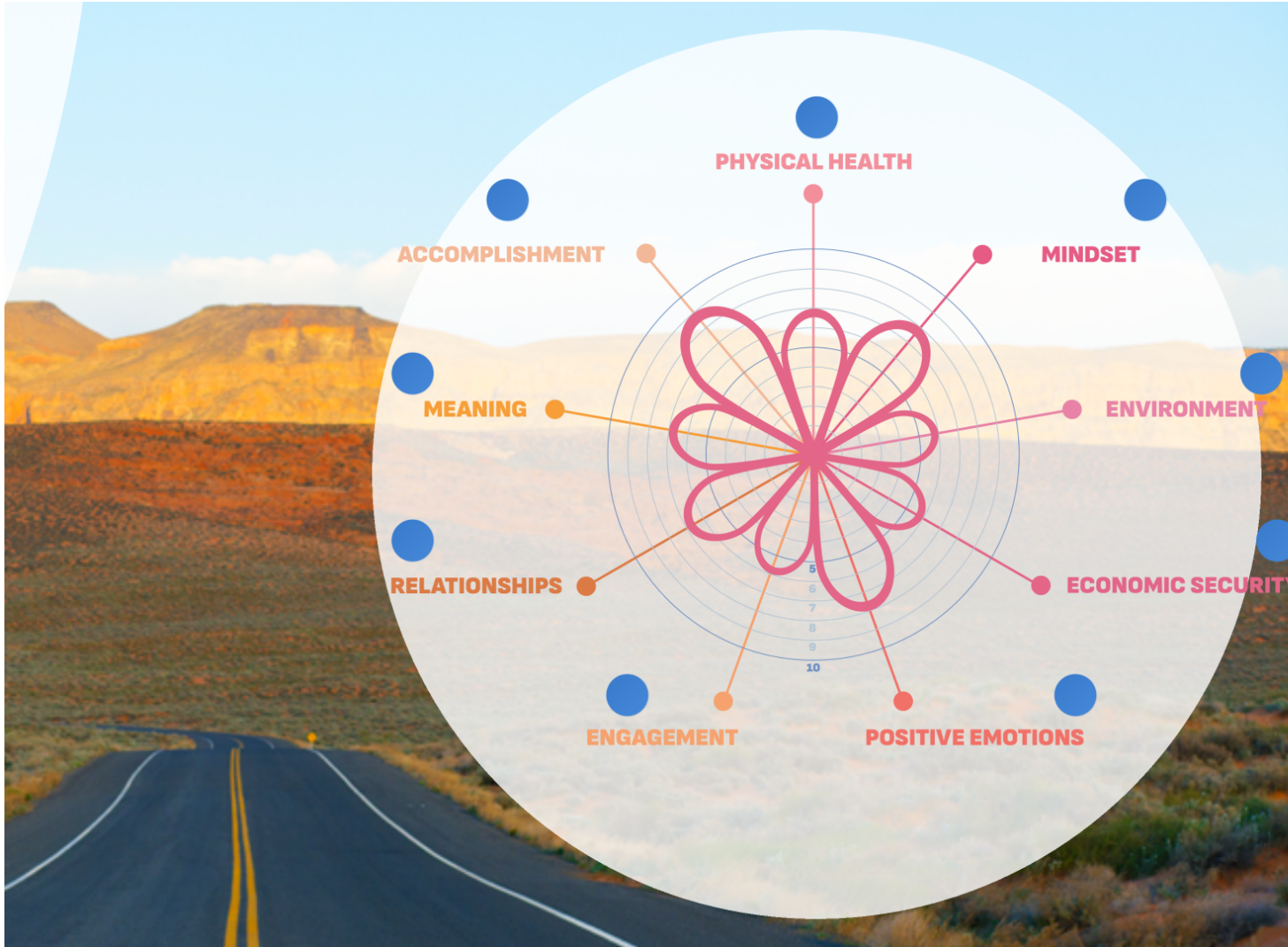
Spokojenost s úspěchy ve vztazích (Satisfaction with Relationships Achievement)

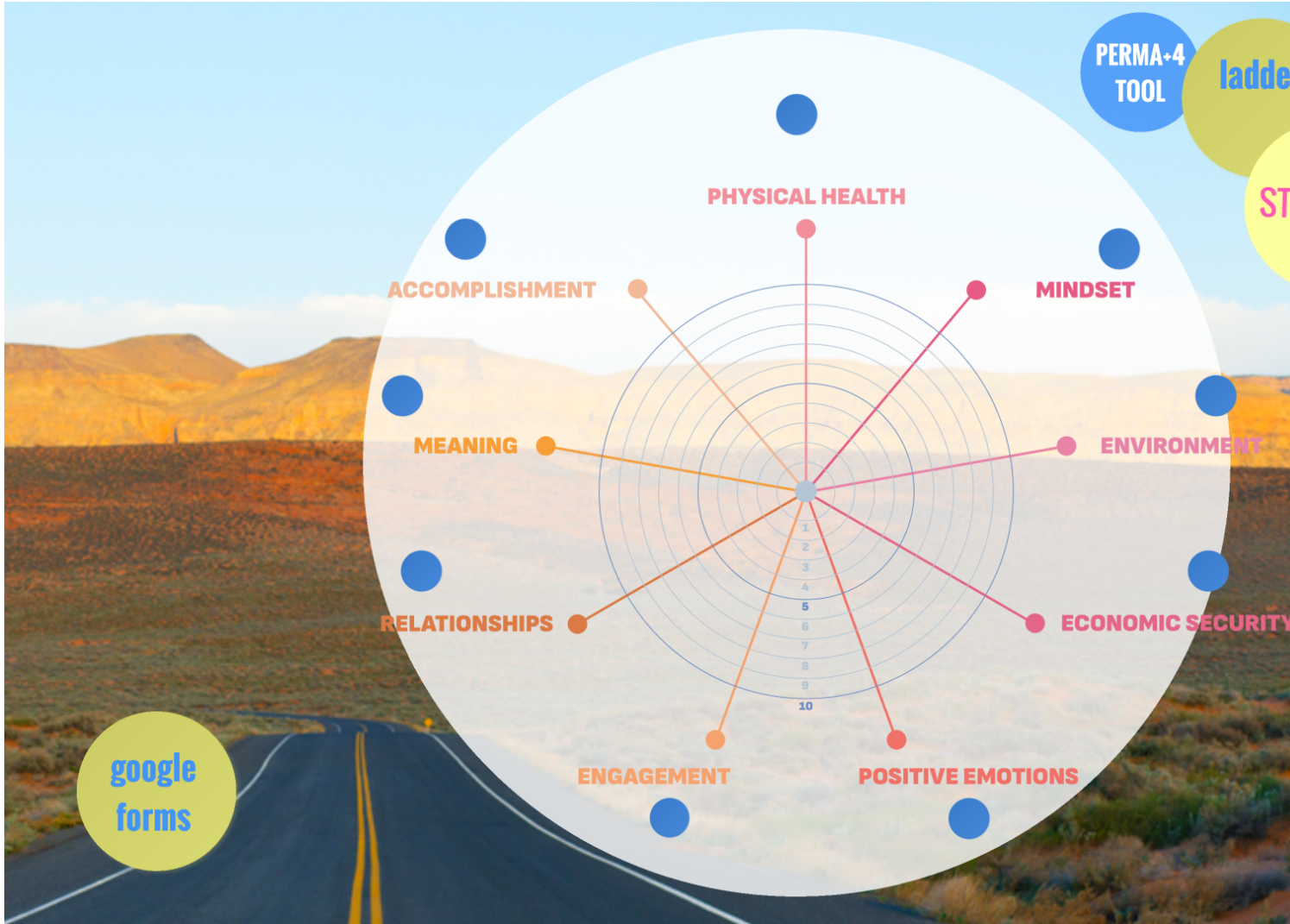
Úspěchy v osobním růstu a rozvíjení se (Your Self-Improvement Achievements)

Spokojenost s finančními úspěchy (Satisfaction with Financial Achievements)

Ocenění a radost z úspěchu druhých (I Recognize and Enjoy others' Achievements).

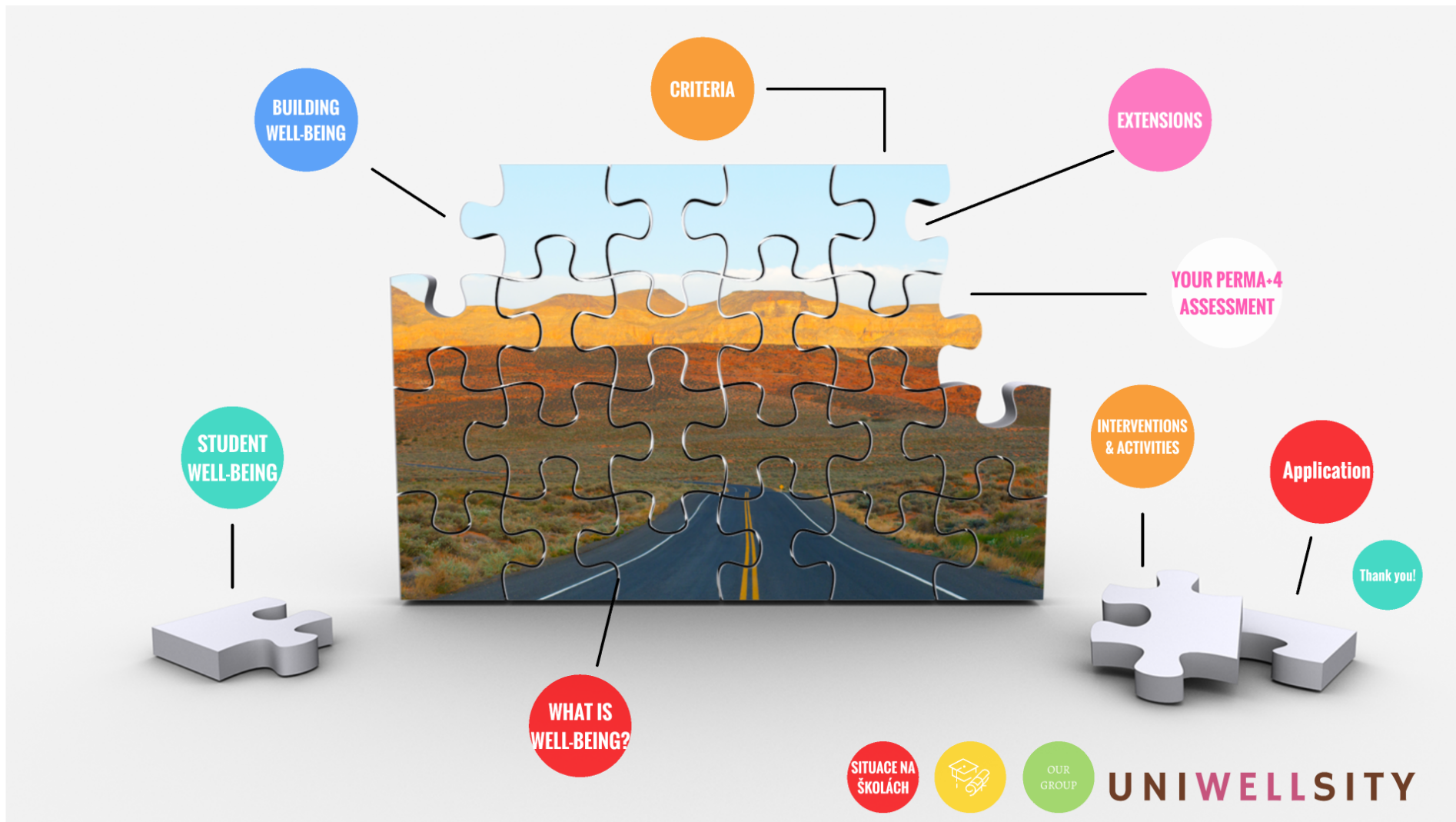






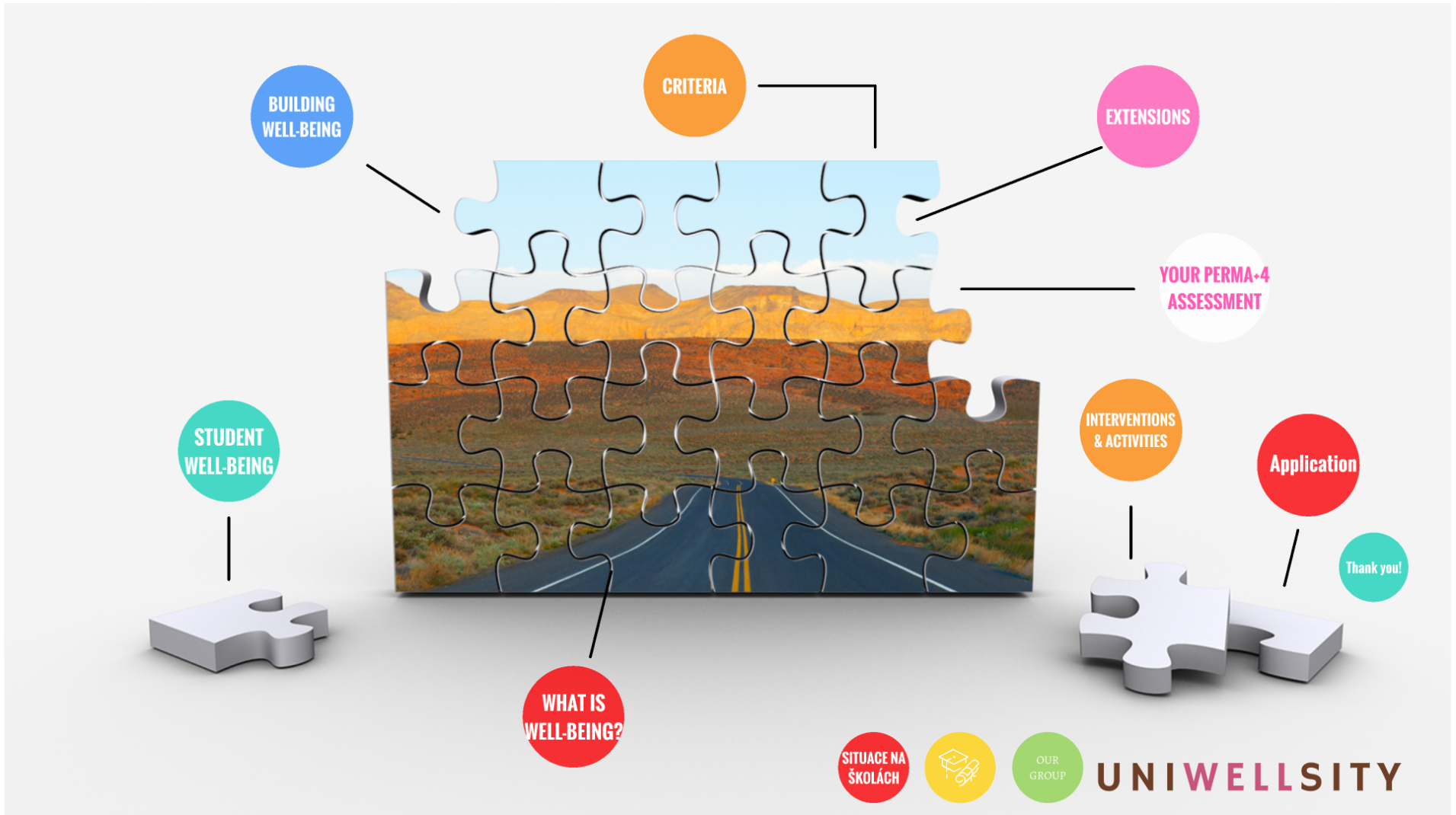
<https://beta.polleverywhere.com/activities>

WHAT DO YOU
THINK ABOUT
PETALS?

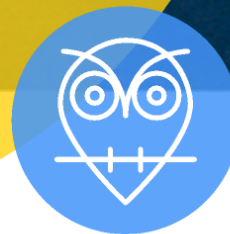
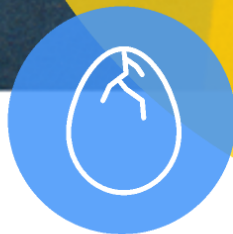




[https://
beta.polleverywhere.com/
activities](https://beta.polleverywhere.com/activities)



NAŠE CÍLE:



Cíl č. 1

Máme jasnou a konkrétní představu o tom, co je well-being.

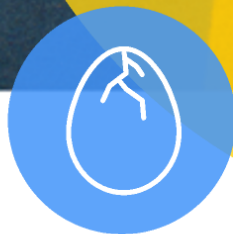


Cíl č. 1

Máme jasnou a konkrétní představu o tom, co je well-being.



NAŠE CÍLE:



Cíl č. 2

Víme, jaké benefity má pro nás vysokoškolské studenty budování vlastního well-beingu.



Cíl č. 2

Víme, jaké benefity má pro nás vysokoškolské studenty budování vlastního well-beingu.

